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# SIERRA EDUCATIONAL NEWS

Official Publication of California Teachers Association  
155 Sansome Street, San Francisco

Willard E. Givens.....President

Roy W. Cloud.....State Executive Secretary

● Vaughan MacCaughey, Editor ●

Volume 29



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# TRAVEL SECTION



## Planning Your Trip

HENRY MIELE, *Los Angeles*

*Sweet the memory is to me  
Of a land beyond the sea . .*

**E**UROPE and the storied Mediterranean lands, with their treasures of art, history, and past civilizations, never cease to awaken in our minds the keenest interest even when we think we know them well.

Those who have been fortunate enough to follow the trails of adventure in these alluring regions appreciate that there is one right way to enjoy the benefits of foreign travel.

*It is by the way of appreciation and sympathetic understanding of the cultural contributions of the old world to our own civilization.*

Are you a lover of literature? Here the actual scenes from those pages which were the delight of youth will become living memories for your ripper years.

Does history and art make an appeal? If so, then here the shades of the past seem to lift

masterpieces of art . . . bold castles towering on forbidden crags . . . all these have a deeper significance and cultural implication for the comprehending traveler.

Truly, travel is what we make it. Without a definite and intelligent preparation, it is like an elaborate piece of tapestry looked at from the wrong side; . . . there are some brilliant threads, but it lacks system and fatigues the mind. Yet how many wander abroad in a daze, expecting to return with the wealth of mediaevalism and antiquity as a part of their very being.

What, then, are some of the preliminary steps which will make travel a hundredfold more fascinating?

First, and of primary importance, is a general knowledge of the places in the itinerary selected. References should be made to an encyclopedia and such standard travel books as Stoddard's Lectures, . . . "The European Tour," by Grant Allen, Baedeker's guide books, "Towns of Destiny" by Belloc, the Blue Guide Books by Muirhead and similar works.

Preparatory reading which will form an interesting background for the tourist should include Gardner's "Art Through the Ages," Mather's "History of Italian Painting," Symond's "A Short History of the Italian Renaissance," and kindred books.

One should secure a loose-leaf notebook with a flexible cover of a convenient size, say 8½ by 5½. List therein in the order of your proposed itinerary the cities, towns and outstanding points of interest. Then, as you read significant data pertaining to these places, transfer the story in your own words to your book.

For example: You are going to France. What do you know about Chartres Cathedral, the Tuileries, the Pantheon, Notre Dame, the Chateau country, Catherine de Medici, Rheims, Chambord and Amboise?

What is the difference between Baroque sculpture and Romantic? Are these just names about which you realize a vague something or do you know what they stand for . . . wherein their beauty and importance lie?

Such practical preparation will add a bright and joyous chapter to one's travel adventure, and the traveler will return with unforgettable impressions that a life time will not efface.



*Europe's ancient cities are rich  
in historic lore*

and reveal the tread of parading centuries in all their vividness. Medieval towns which Time forgot, slumbering in their ancient splendor . . .



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—R. L. STEVENSON.

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## My Trip to Beautiful Hawaii

MRS. LAURA J. ORR, Heber

**H**AWAII! Before the glowing coals of a distant fireside I long to feel again your soft caresses. The mellow roll of your island name brings recollections.

*I see once more your coral sands, brushed by azure waves. I hear your midnight music—and dream the scent of countless flowers drifting down the trade winds. To you the roar of alien traffic is unknown, the press of crowds a faint mirage.*

*I walk beneath your moonlight in a spell of dreams. Yes, your voice shall always call I think. Though endless leagues of sea divide us each twilight fall shall bring you back to me.*

*With lifted head I'll tread again the paths of gods and hear the confidential whisper of your palms. My feet shall dance to memory music beneath a memory bower."*

And the islands shall always mean this to me. The last few minutes before the ship sailed were filled with excitement. Passengers were coming on board, stewards were rushing here and there, baggage was being loaded. We were on our way to Honolulu!

O! how beautiful were the days and nights on the ocean. Every hour held some pleasure. Epicurus himself would have forgotten to count the calories on that ship. Pate de foie gras for lunch and filet mignon and lobster for dinner! The gymnasium and swimming pool must not be forgotten either. Then, too, there were so many charming people; and for a rest just to lie in a steamer chair on those broad decks and dream, or read, or sleep.

I shall always remember the captain's dinner; the aloha dinner. It was the gayest, noisiest, happiest, loveliest party one could ever imagine. Afterwards we strolled on the decks beneath the soft glow of the "Southern Cross" and a glorious moon, and danced to the sweet strains of the orchestra.

We were nearing Honolulu. Every one was up early the next morning and as the boat slipped through the beautiful blue-green waters we saw Honolulu nestling in the arms of the green hills. The clustering palms with their fringy tops gave a tropical touch to the shoreline.

Darting through the jade-green waters like fishes came the brown-skinned diving boys, begging for coins. Crowds of people were at the docks with armfuls of leis for their friends. The Hawaiian band played "Song of the Islands," and so we arrived in Hawaii.



The population of Hawaii is chiefly Asiatic; the native Hawaiians are mostly extinct

As we whirled down the lovely avenue to our hotel we passed the Iolani Palace where kings and queens formerly ruled. Rare plants, trees and flowers carpet the hills and valleys. There are royal palms and banyan trees; croton bushes and poinsettias, mangoes, golden papayas, avocados, bananas, breadfruit, passion fruit, guavas, ohelo berries! Coconuts fresh from the palms are always at hand. Leis or flower garlands are made from plumeria, maile, ginger, ilima, carnation, hibiscus, roses by expert Hawaiian lei-makers; typical Hawaiian women who make them and sell them on the streets. Pink and golden shower trees, scarlet poinciana, lavender jacaranda and red and purple bougainvillea bloom all summer.

There are many places to enjoy in Honolulu; the cosmopolitan bazaars, the oriental district, the aquarium with its collection of beautiful marine denizens, art academies, schools and the museum and its collection of Polynesian antiques.

The adept Hawaiian fishermen use spears,

torches, throw nets, and even their bare hands. Game fish that can be hooked are ahi, aku, au, ahi-pa-laha, mahimahi, koku, and ulua; which are Hawaiian names for tuna, sword-fish, bonita, albacore, dolphin, and barracuda.

But dreams always end! Only a few days left; and in them we must see the pineapple fields and can-



nery, the sugar mills and the rice fields, and the taro patches.

A luau (native feast) was a new experience. It's wonderful to eat poi, pig, fish and chicken with your fingers. We also visited the Japanese tea houses and drank coconut milk and ate delicious coconut candy at the Coconut Hut.

**A**LL too soon it was time to say "Aloha." The steamer's rail blooms like a garden as lei-bedecked passengers gather on board; the air is filled with the odor of waxes gardenias, spicy ginger, roses, sweetheart vine, violets, hala buds, ilima, plumeria and papaya blossoms, all woven in beautiful friendship leis.

The band plays; the breezes rustles the colored ribbon streamers floating over the ship's side; splash go the little kanakas into the blue water calling for coins.

Aloha oe, aloha oe—"one fond embrace until we meet again" dreamily plays the band. Softly the liquid sunshine filters down on tears and smiles as the great ship swings into the channel.

Just coming into sight is Diamond Head. Every one is tossing their beautiful flowers leis into the ocean—that means that you want to come back some day; and I hope I may.

*"Aloha means farewell to thee.*

*Aloha means goodbye*

*It means until we meet again*

*Beneath a tropic sky!*

*Aloha means good morning*

*And always to be true,*

*But the best thing that aloha means,*

*Is I love you."*

\* \* \*

## C. T. A. North Coast Section

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## Siskiyou County as a Practical University

DOROTHY PRATHER, Graduate 1932, Yreka High School, Siskiyou Union High School District

**S**ISKIYOU county offers rich educational opportunities to those who will grasp them. In fact, she affords a veritable university. Of course there are no credits or regular hours of instruction in this institution, but there is real educational opportunity.

Those who for various reasons are unable to go away for further schooling need not feel that they are shut out from high education. They have at their very doors what might be called a university, where they may continue their education in many college subjects, for which nature has furnished the laboratories. Nearly every scientific course is offered by nature in Siskiyou county. To mention only a few of them furnishes a surprising curriculum.

Suppose a student is interested in physical geography or geology; here in Siskiyou there are marvelous chances for observation. When the dam near Edgewood was built, many earth sections were exposed which would enchant a student of geology. The hill, from which the dirt was washed, looks as if it had been cut down through the middle with a great knife. Three layers of rock are seen: first, the original volcanic formation; second, glacial remains; third, basalt.

On observing the larger rocks one may see scratches made by

glaciers pushing and breaking the rocks. These massive fields of ice pushed rocks along in ridges something like wind-rows.

Many types of gems and semi-precious stones are found here about. Some jade from Siskiyou was sent to Holland and was reported as being of very fine quality.

Besides having almost every conceivable kind of igneous rock, valuable quartz is found west of the Shasta river. Gold or copper and many valuable ores are usually found where two formations meet as a serpentine and granite, and their combinations are found in this region.

If there happens to be a spring at one of their contacts in which a little copper is found, there will seem to be a vast amount, since copper will stain the surrounding country.

The gold production in this county has been enormous, both in placer and in quartz mining. One specimen taken from a Salmon river mine weighed 200 pounds and was valued at \$5000.

**A**NOTHER type of laboratory is Mount Shasta, which is a panorama of glacial actions. Glaciers move down to the snowline, break off into great chunks of ice and cause our mud flow of glacial sands. This glacial action, scientific men from many colleges come to study.

In the Butte Creek region there is a mountain of black and red cinders which the railroad com-



1. These are excerpts from Miss Prather's commencement address.



pany uses for ballast. These cinders are found in much of the surrounding territory showing that it is volcanic land.

Over in the Medicine Lake country is the famous Pumice Stone Mountain and the mountains of obsidian. The pumice stone mountain is very porous and light in weight. Obsidian is so bright when the sun shines on it that one can hardly look at it. The Indians used this material to make their arrow heads.

\* \* \*

## A Visit to Munich

ROSE M. HARDSTEIN

Long Beach Evening Junior College

THE night on the train was rather interesting. A group of very noisy and pretty young women entered the train. To my cosmopolitan sense they seemed to be Hungarians. When a young man at the next station joined them, they all commenced to speak German.

I soon understood that they were a group of musicians and the fact that they acted like "bohemians" was not at all offensive for they all seemed so natural. I rather enjoyed them.

Early in the morning we entered Munich. A very pleasant porter met me, and all through my stay in Germany that smile of his seemed to continue in the various expressions of others.

While there is much to be said about Germany, there is one definite fact clear to every traveler, and that is the extreme poverty, gray and depressing, and contrasting so forlornly against the gay exuberance of former years.

Indeed it was pitiful to observe the beautiful Munich with its gorgeous parks and magnificent buildings so down-hearted and depressed, which expressed itself in the poorly dressed women and children.

There is not a trace of any hatred (so much spoken of in other European countries); one could sense none in Germany. Perfect courtesy and kindness have been shown me throughout my short stay there.

The lovely home on Landwehrstrasse has been a continuous source of joy for me, for they have been so very kind and helpful to me in many ways, and the splendid friends I made there—will stay with me for a very long time as a grateful thought.

I left Munich, in spite of the continuous rain, with much regret.



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## Ocean Trip to the Panama Canal

FLORENCE E. TARLETON, *Upland*

**D**URING a June afternoon and evening, 1932, passengers had been coming aboard the California, one of three large electro-turbine steamers, Panama Pacific line, plying between San Francisco and New York.

Dense fog next morning made witnessing the ship's departure a useless effort, so many remained in bed till time for "second sitting" at breakfast.

The restful week at sea was spent in reading, writing, sleeping, watching the various sports of swimming, deck tennis, quoits, horse race, etc. Dancing was enjoyed on the upper deck nearly every evening.

One evening the dining room was gayly decorated. Each person found at his place a gay hat and a horn or other noise-making devices. An impromptu masquerade was greatly enjoyed, some very clever costumes appearing. One lady fashioned a good-looking gown from the ship's towels, and wore a necklace of guest-size soap cakes.

"Were you seasick?" is the usual question. The second day out probably every one felt at least a "little uncomfortable," and some were very sick. Aside from that it was a comfortable trip.

On the morning of June 27 an expectant and excited air pervaded the ship, for "we'll be there about noon." At 12:15 the port health officer came on board to examine those who were disembarking at Balboa. Before long we were walking down the gang-plank to a new tropical land.

### Strange Paradise

"Oh, how green everything is!" . . . that is the first impression. Next one perceives the queer and unknown trees and shrubs. From our geography pictures we guessed some of the trees to be banyans, with clusters of aerial roots that descend from the branches.

As we rode away from the



pier in an automobile I was about to exclaim, "We are on the wrong side of the road." Soon I discovered that we were on "our own side," but that was the left side. It was most disconcerting for some time, but all driving is that side. Even the pedestrians walked on the left side of the side-walk.

The next particularly striking thing was the manner in which the houses were built. All houses are on stilts, from six to ten or twelve feet; if on a side hill the rear stilts are far more. This is for ventilation and coolness. All houses on the Zone, at least, have wide, screened porches, sometimes extending entirely around the house. Many, if not all, houses, have one or more "dry" closets, which means a tight closet in which an electric light is kept burning day and night, in hopes that its contents won't mold. But on account of so much heat and moisture, clothes, leather goods, etc., will mold.

On our first afternoon we were taken to old Panama to see some ancient ruins and learned





A portion of the Panama Canal, showing the locks

that Morgan was the destroyer of the old city. This Morgan was the most cruel, heartless, blood-thirsty of the early buccaneers.

**C**OLUMBUS, on his fourth and last voyage in 1502, visited and named Navy Bay, on the Atlantic side, where Colon Harbor is now. His brother, Bartholomew, later tried to found a colony near.

The courageous and least cruel of those men, Balboa, with 190 men and 1000 Indians, began to hew his way through the awful jungle in 1513, on his trip to view the Pacific ocean. It took him 23 days to cross the isthmus, a trip which today can be made by airplane in as many minutes.

Later Spanish adventurers, thirsting for gold and riches included Pizarro, and others on their way to the Pacific side of South America. This isthmus became known as the castillo del oro, "castle of gold." The whole coast from Honduras to Darien became known as Costa Rica, "rich coast," both from the vast riches it contained in its gold mines, and because it became the cross-roads for traders to South America and to the Orient.

After the Spaniards were driven from the seas the mines were closed and forgotten. Under the able leadership of Simon Bolivar, Panama threw off the yoke of Spain in 1821, and a little later joined with Colombia.

For many years the interest in Panama lagged and it was little known. Sometime in 1840 to 1845 interest began to revive, as trade and expansion grew. An American company, Aspinwall at the lead, obtained from the Colombian government a concession to build a railroad across the isthmus. They were to build a terminal city on the Atlantic side, with Panama on the Pacific side for the other terminal. The Atlantic city they called Aspinwall, but Colombia insisted upon calling it Colon. Up to the time of the railroad the only means of crossing the isthmus was to go up the Chagres river in native boats, and then either walk or go on horseback, taking at least eight days, and in rainy season even more. Sometimes riders would have to dismount to allow the mules chance to pull themselves out of the mud. The dangers from snakes, insects, malaria and yellow fever were great.

The discovery of gold in California gave great impetus to the building of the railroad, which was begun in 1850, and completed in 1855. In 1851, in one week, 4000 people crossed the isthmus on the trail, called the "Gold Trail." The distance from the Chagres river to Panama in a straight line was about 38 miles, and it took seven or eight days.

It cost \$8,000,000 to build the railroad. The fare for first class passage was \$25, and for second class was \$10, with additional charge of 5 cents a pound for baggage. Today the fare is \$2.40, and the time of crossing about two hours.

By 1900 the United States under President Roosevelt was taking a very active interest in the construction of an inter-ocean canal. The way through Nicaragua was strongly considered, but as the French had done so much on the Panama canal this seemed the more feasible.

The political difficulties with Colombia, and secession of Panama from Colombia, in 1903, need not be discussed here. All this led to the signing of the treaty in 1904, and paying \$40,000,000 to France for their machinery and the work they had done, and \$10,000,000 to the now-independent republic of Panama with an annual rental of \$250,000.

**O**THER engineers who followed Wallace were Stephens and Goethals, the last being the one who efficiently and successfully brought about the completion of the canal in 1914, with the first ocean liner passing from Atlantic to Pacific, February 2, 1915. Thus was realized a dream of over 400 years!

The Panama canal shortens the trip from New York to San Francisco 7843 miles. It is 50 miles long, from deep sea to deep sea. The central part is 85 feet above sea level, so for a ship to pass through it must be lifted 85 feet, taken in three locks, sail across the great Gatun lake, and be lowered 85 feet again in three steps.

#### Gigantic Locks Regulate the Levels

At the Pacific end there are two steps up, then across the Miraflores lake, then up another step, while nearer the Atlantic end, at Gatun, the three lifts are together. It takes an average of 8 hours for a boat to make the transit.

Although the canal was the center of interest, the country and people were fascinating. It was





*In Central America are many beautiful ancient cathedrals*

far more hilly than I anticipated. The jungles are exceedingly dense, with banana, palm, giant trees (the *lignum vitae*, mahogany, cedars, cocobolo and many others), and such a dense growth of vines and undergrowth. In these jungles are paraquets and other bright-colored birds; tapir; snakes, of which the bush-master and coral snakes are the most poisonous; alligators; a small kind of deer; lizards; iguana, a kind of lizard.

The roads are well-paved and in good condition. Driving regulations are very strict. Twenty-five miles is the speed limit in the country (and that means twenty-five). In the cities it is much less. Each car carries two licenses, one from Canal Zone on rear, and one for Republic of Panama on the front.

Driving in Panama is no easy matter, for in the first place all passing is to the left. The streets are narrow, many of them barely wide enough for one car to pass another. Many streets are one way, so one must be constantly watching for "esta direccion" sign. The sidewalks are so narrow, and the cars so close to the curb, it is easy to hit pedestrians.

There are many horse-drawn vehicles, both victorias and two-wheeled carts. There are many push-carts being trundled along by black men and boys. Many pickaninnies are continually darting out from somewhere. Automobile busses, called *chivas*, for the black people to use, are quite plentiful.

A very large percentage of the people are from Jamaica and Barbados. These negroes speak English, and seem to be a fairly high type.

**H**INDUS are numerous, especially in the shops, selling embroideries, laces, rugs, perfumes, jewelry. There are many Chinese, Japanese, Spanish; in fact all the nationalities of the world seemed to be gathered at that place.

So many people seem to be mongrels! A light-haired person may have slant eyes, thick lips and nostrils, and olive complexion! Quite

possibly there is Saxon, Chinese, Negro, and Spanish blood in his veins!

One would see an aged, dried-up, black, old lady in ragged clothes and bare-footed, trudging along beside a gayly-dressed young lady in high-heeled shoes, and most modern attire.

They carry great loads on their heads. A lady was carrying a huge bundle tied in a cloth on her head, a baby on one arm, and an umbrella in the other hand. An old man had a good-sized box of something on his head, and dropped a paper. Instead of taking off the box to stoop and pick up the paper he gradually lowered himself, box still on his head, picked up the paper and lifted himself, never one touching the box!

Sometimes they steady the load with a hand, but many times they walk right along turning their heads to look at things as if there were nothing there.

#### **Water Markets at the Wharves**

Down by the wharf proved a very interesting place. Here were gathered rowboats, which had come from miles along the coast, or far up the streams, bringing their loads of mangos, papayas, potatoes, yams, bananas, pineapples, charcoal, fish, etc.

They come in on the tide, and then are left up on the beach as the tide went out. To these boats would come wholesale and retail trade, men, women and children, with their quaint baskets, and bags, or men with their push carts and mule drawn carts.

Two or three large markets, where everything from fish to lace, including paraquets and monkeys and marmosets, were for sale. There were many "curb markets," where old men and women were selling fruits, chickens (always alive), eggs, sometimes two wrapped in corn-husks. In one case even human hair in braids was for sale.

The weather was sticky and hot, with great

*(Please turn to Page 55)*



*A lovely Central American esplanade, richly bowered in tropical vegetation*

## Antelope Valley Travelog

ROY W. CLOUD

**N**EARLY a year ago a promise was made to W. J. Cagney, Los Angeles county rural supervisor, that a week would be set aside for visiting the schools under his supervision. The week narrowed down to Monday, Tuesday, and Wednesday, November 14-16, 1932.

At about 4:50 on Monday morning the Pullman porter of the Owl awakened me with a vigorous shake. A little later the train stopped at Lancaster. Mr. Cagney, muffled to the tip of his nose, gave me a warm welcome on an exceedingly cold morning. Almost his first words were "It's going to snow!" Imagine that, out on the middle of the great Mojave Desert—and cold enough to snow! But it did not snow!

After a visit at the Cagney home, and a good warm breakfast, we started our tour. The first school was the Fairmont; Kate Walsh, teacher. We arrived at about 7:50. Teacher and all but two of the children were gathered around the stove. After a five-minute visit, school started with a salute to the flag and the California pledge of affection:

"I am a California child.  
I love my native state;  
Its mountains high,  
Its valleys wide,  
Its people good and great.  
I love the dear old pioneers  
Who made us what we are  
And gave to us our glorious state,  
The Nation's brightest star."

Then they sang for us. Mr. Cagney talked for a few minutes and I told a story. Following this we started for the second school. At each school we talked to the children.

School 2 on the list was Neenach; Mildred Frederick in charge. Next came Quail Lake with Virginia Archer, teacher. Here the children told me of the Bird Sanctuary, just a few miles away. They also claimed within their district one of the largest ranches in the world. It belongs to Harry Chandler of the Los Angeles Times. Not far distant was Fort Teton, one of the military posts of old California.

We back-tracked about ten miles and turned onto the Pine Canyon road. Sarah Jacobson was conducting a lesson in California history when we walked in. Talks on California followed. The children showed me from a window how Santa Claus came down the hillside in the snow last Christmas and came right through that very window to take part in their festivities. At this school, as in all of the others, the chil-

dren came out to the automobile to bid us adieu.

The next school was at Lake Hughes, with Mrs. Augusta Ritter in charge. Here are located a number of winter homes of Los Angeles and Hollywood notables.

At Elizabeth Lake, Fay Burks showed us with pride the fine new building which her school occupies. Miss Burks has a splendid collection of Indian pictures which added greatly to the appearance of her school.

The last school of the morning was at Leona, in charge of Katherine Leonard. Here we found our friend U. G. Durfee, assistant superintendent of schools of Los Angeles county, on one of his regular visits.

**J**UST after lunch we visited Ruth Allington and her school at Belleview. Miss Allington was full of excitement because she had that morning returned from the Hoover Dam in Arizona and had been permitted to walk through the big tunnel which very shortly afterwards was opened in order to allow the Colorado river to flow over a new course while the big project is being completed.

At Del Sur, a fine, two-teacher school, we heard the children of the two rooms sing their songs and give their pledges to Old Glory and to the California Bear Flag. Lucille Huston is in charge of the school.

In the Rogers school, a fine, large building with an extremely large number of children of many nationalities for one teacher, Elsie Pridham had her children tell us some of the interesting features of that section.

The last school visited during the day was at Esperanza; Maree Baker is the principal and is very proud of the good work which her children are doing.

From Esperanza a hurried trip was made back to Lancaster in order that a meeting could be held with Dr. John Nichols and his faculty of the Antelope Valley joint union high school. For over an hour school problems were discussed. Prior to the meeting we saw the departure of the big fleet of buses carry the children on their long journey to the distant sections of northern Los Angeles and southern Kern counties. This school district is one of the largest in the United States and besides having a large fleet of buses, it maintains a dormitory where the children who live a great distance from school reside during the term.

That night, with Mr. and Mrs. Cagney, I went to a group meeting of teachers, trustees and parents at Redman. Mrs. Blanche Fuller, principal of the school, was in charge of the meeting and presided in a competent manner. The program consisted of music, talks by Mrs. Fuller, two of the trustees, the president of the parent-teacher association, and the writer.

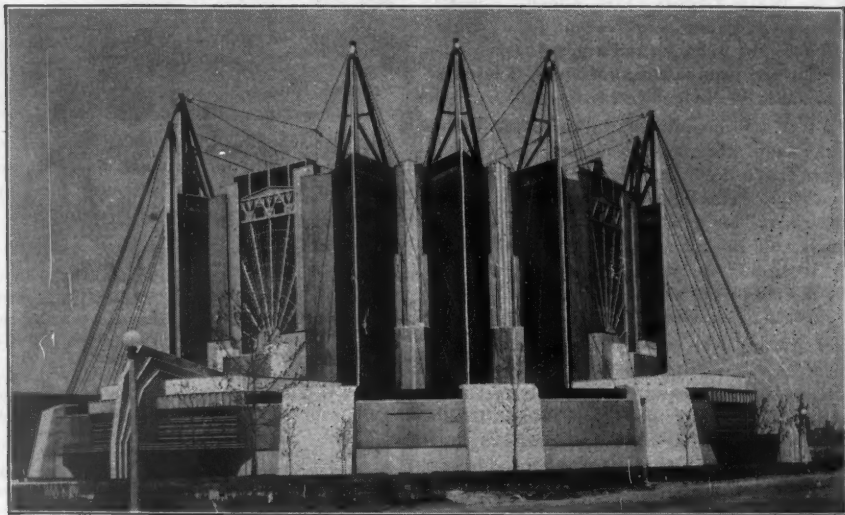
**E**ARLY the next morning we started for the east side of the district. The first visit was at Roosevelt school, a fine, up-to-date new building with five teachers; Mrs. Florence DeMuth is

(Please turn to Page 53)



## One Hundred Years of Progress

THEODORE H. LACHELT, *Oakland*



### Travel and Transport Building

Larger than the dome of St. Peters or the Washington capitol, this "sky-hung" dome of the Travel and Transport Building strikes a new note in architecture, being the first application on any significant scale to architecture of the principle of the suspension bridge.

The roof is formed of metal plates suspended by steel cables hung from a circle of twelve steel towers and anchored by huge slabs of concrete. The dome is 125 feet high and 200 feet across, without a single arch, beam or support to break its vast expanse.

It is said to be the largest unobstructed area under a single roof. Expansion joints permit the plates which form the roof to slide over each other, as changes in temperature, wind velocity, rain or snow load causes differences of as much as six feet in the circumference.

**W**ITHOUT a doubt, the one great attraction on the 1933 vacation horizon that will eclipse all others is Chicago's "Century of Progress" international exposition. Basing his opinion upon a personal preview of the vast project, an extensive tour of the grounds and through the enormous buildings already completed, it is the writer's honest belief that this will be the greatest world's Fair this generation has ever seen.

The occasion for this great exposition, extending from June 1, 1933, to the end of October, is the centennial of Chicago. In 1833 the small town on the shores of Lake Michigan, with scarcely 5000 inhabitants, was incorporated as the City of Chicago.

By rather a coincidence of fate, the birth of Chicago and Man's great forward movement in the realms of science and industry were almost simultaneous. Then, is it not appropriate that Chicago's Century of Progress Exposition

should review and depict to the world the amazing changes wrought in every day life through the processes of scientific progress and the mastery of man over Nature?

The major objective of a Century of Progress Exposition is to tell the story, by easy stages and in simple form, of astounding scientific discoveries and inventions of the past century, their application to industry, and the resultant transformation that has made the world of today so different from the world of a century ago.

Man himself has set the stage for this great spectacle. Every foot of ground on which the Exposition stands was once fathoms under the surface of Lake Michigan. Engineers reclaimed hundreds of acres of land, transforming them into this vast area of combined natural and architectural beauty, within a few hundred yards of the world-famed Michigan boulevard and the equally famous "Loop," pulse of Chicago's great



business enterprises and her cosmopolitan life.

Either at the Gateway or within the grounds of the 1933 World's Fair stand more than \$20,000,000 in permanent buildings—the Adler Planetarium; the Chicago art institute; the Field museum of natural history, one of the world's finest scientific institutions; the beautiful Shedd aquarium; and Soldiers' Field, majestic stadium in which gatherings of 120,000 have witnessed great events.

Achievements in ultra-modern architectural design of the huge Exposition buildings and the marvelous effects accomplished through appliance of the most recent discoveries in decorative illumination would alone warrant a visit to this spectacular "show of the age."

Buildings of almost unbelievable originality, daring departures in architectural form, utilize color and planes and surfaces in ways hardly imagined before. The dramatic effect of light and coloring on their windowless surfaces is entirely new and inspiring.

The travel and transport building, windowless and nearly a block and a half long, represents one of the most daring innovations in architecture. Its roof is suspended from "sky-hooks" instead of being supported by the walls of the building. From the top of twelve steel columns, built in a circle, strong cables run like threads of some giant spider web, supporting the dome-like roof which is the height of an average 12-story building. The building has an interior diameter of 206 feet, entirely clear of any obstructing columns, supports or braces.

At night the lake front and lagoon will be transformed into a multi-colored panorama of light, bathing the buildings in mellow tints and projecting an ever-changing series of picturesque scenes. Illuminated cascades, tinted geysers, flaming pylons, dancing and scintillating colors, shadow areas, metallic jewels of high reflected candle power and other mystical effects will make the night a time of captivating beauty.

Aside from the scientific and industrial aspect of the Fair, visitors will be thrilled with the most bizarre and startling entertainment features ever assembled. The tremendous "Sky-ride," crossing the lagoon 200 feet above the ground in "rocket cars" between two huge 600-foot towers, is but one of many breath-taking experiences that await you.

A great festival of music, including choral, symphony, chamber, public school and community music, is contemplated. Band concerts under the direction of distinguished conductors will be heard. An international sports program will make Chicago's fair an athletic capital.



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**B. F. Allen, 154 Boylston St., Boston, Mass.**

**A. G. Elmore**, for 14 years Stanislaus county superintendent of schools, recently resigned because of ill health. Mr. Elmore was prominent in C. T. A. work, and was highly esteemed by California school people. His wife, Mrs. Loureen Elmore, chief deputy, was named by the supervisors to fill the unexpired term; Bernice Patterson becomes chief deputy.

## Happy New Year: 1933

*To All Teachers of California,*

*Greetings:*

**O**NCE again we have come to the end of a year. New Year stands just before us. The past twelve months have gone galloping along their way with never a backward look.

Nineteen thirty-two has presented a real challenge to teachers. Economic conditions have played an important part in school activities. There have been changed conditions that have required study and adjustments. There have been home conditions which have adversely affected the progress of the pupils. Greater economies have been practiced by boards of education than can be found in any other field of governmental activity.

Notwithstanding all of these conditions California's teachers have upheld the highest standards of the profession. They have never slackened in their devotion to their work. They have rendered efficient, faithful service. They have been true to their trust.

We can see only dimly the problems that are before us. We know that there will be efforts to reduce the standards that have been set. But we know that the parents of our boys and girls believe in the worth-whileness of the work that is being done. We know that right will prevail.

**W**ITH this knowledge we hope that every teacher will look 1933 straight in the eye with a determination to carry on, no matter what the effort. Fearlessly facing the future we shall have a strength that will carry our schools over most of the difficulties. The turn of the road is ahead of us. Let us have faith that the new vistas will be the best we have ever seen.

No matter what 1933 may bring, we trust that it will be a fine year for every California teacher.

We wish you a happy, happy New Year!

ROY W. CLOUD  
State Executive Secretary

December 31, 1932

# SIERRA EDUCATIONAL NEWS

JANUARY 1933 • VOLUME 29 • NUMBER 1

## Every Teacher Can Help

*To members of the State Council of Education, Teachers clubs and organizations; all county, city and district superintendents; all principals and teachers:*

**T**HIS is an urgent appeal for action upon the part of all public school teachers.

The State Superintendent of Public Instruction has stated that greater savings have been effected this past year by the public schools than by all other California governmental agencies combined.

Even though drastic reductions have been made, attempts to further curtail educational opportunities of the boys and girls are being urged by those interested in tax reductions. If reasonable standards are to be maintained, the schools must have the help of the fair-thinking people of every community.

Will you secure the co-operation of your local Parent-Teacher Association and of other organizations interested in the welfare of the boys and girls? If there are not already organized activities in your neighborhood, will you immediately organize friends to assist in keeping present constitutional guarantees of adequate school support.

The accompanying statements indicate that opposition to reasonable school support is already being organized. Senator Arthur H. Breed is advocating the elimination of all fixed charges in the constitution (that is, repeal of Amendment 16).

In case he cannot affect a measure of this kind he has announced his intentions of asking that the constitutional guarantee of \$30 per child be reduced to \$24.

Should the State reduce its obligation, the counties (which are now required to match the State elementary apportion-

ment of \$30 and \$60 for high school pupils) will be required to levy only a \$24 apportionment per unit of average daily attendance for each pupil in the elementary schools and \$48 per child in high schools.

Such action will either injure the schools by lowering standards or else common property will be required to pay larger additional amounts than they are now paying.

The California State Chamber of Commerce is asking that the county supervisors be empowered to change or alter the budgets for school expenses.

This will give boards of supervisors, instead of school trustees elected for the purpose, full financial control of education.

There are other vital considerations, but these are enough to let you know the gravity of the situation.

### Protect the Schools

Any reduction of state school funds is an effort on the part of corporate interests to reduce their taxes. Were all of the provisions for the state costs of schools taken from the state constitution, it is doubtful if there would be any material reduction in corporation or utility rates. The association which is trying to protect the interests of the big corporations has little concern for property owners or for users of utility products.



**I**TRUST that you will endeavor to organize the parents of your district in order that they may understand the gravity of the situation. If such adverse laws go into effect, it will be necessary for school patrons, in order to secure adequate school support, to besiege the board of supervisors of the

several counties every year, and appear every two years before the Legislature.

This is a real appeal for help. The best standards of education are at stake!

Yours very truly,

ROY W. CLOUD

State Executive Secretary

A. Senator Arthur H. Breed states, as quoted by the San Francisco Chronicle, Sacramento Bee, and other papers:

"I shall offer to the legislature, immediately after it convenes in January, a resolution to submit to the voters an amendment taking from the constitution the fixed charges for public schools, restoring to the legislature the authority it had before 1920 to make appropriations every two years for this purpose.

"As an alternative, I shall introduce a constitutional amendment reducing present fixed charges by 20 per cent as follows: contribution by state, from \$30 per pupil to \$24; matching contribution by counties for elementary schools, from 'at least' \$30 to no more than \$24; for high schools, from \$60 to \$48 per pupil; limitations on local district taxes, from 30 cents per \$100 of assessed valuation to 25 cents for elementary schools, from 75 cents to 60 cents for high schools and from 15 cents to 12 cents for kindergartens.

"I shall introduce a resolution declaring it to be the policy to reduce all departmental appropriations of the state by 20 per cent from what they were on December 31, 1931.

"My purpose is to leave it to the educational authorities and departmental officials to work out the readjustments themselves with the reduced amounts that will be granted them."

B. Legislative Program of the California State Chamber of Commerce designed to secure a reduction in government expenditure and taxation that will bring a substantial saving to the taxpayer and provide a safeguard for the future.

#### 1. Control of tax-levying bodies.

(a) By vesting more financial control in county boards of supervisors, or

(b) By vesting greater authority and financial control in county boards of supervisors, with a state advisory commission, or

(c) By right of appeal to a state commission.

#### 2. Limitation of bonded indebtedness by legislation.

(a) Limit the amount of indebtedness any political subdivision may issue to a set percentage of the "through" assessed valuation as de-

termined by the State Board of Equalization.

(b) A two-thirds majority vote on all bond issues.

3. Determination of local expenditures should be vested in local legislative bodies, by centralizing responsibility in local bodies, subject to review or repeal by state authority.

#### 4. Consolidation of school districts.

(a) Consolidate school district control into existing high school districts, making a total of 297 in lieu of some 3600 now existing, or

(b) One control of all schools for each county, making a total of 58 in lieu of 3600 now existing.

5. Provisions for elimination of the great number of special districts, and fixing responsibility for centralizing control of their activities and budgets within the board of supervisors.

6. Salary adjustments in all governmental payrolls in line with present economic levels; and elimination of "freezing" of certain classes of salaries in the constitution, statutes and charters which prevents both upward and downward revision.

7. Progressive specific changes in local governments to effect economies.

(a) Central purchasing.

\* \* \*

The teaching staff of Beaumont elementary school is 100% enrolled in C. T. A. for 1933, according to report from Margaret A. Kuffel, principal.

\* \* \*

## Pioneers

FRANK H. MIXSELL,  
history teacher in Woodrow Wilson junior high school, Glendale, has sent us this interesting poem by Joseph Wendt, A Seventh grade. It is too long for reproduction in full, so we publish the first and last verses only. Joseph wrote a clever play on pioneer history, in which this poem was used.



LET us go back a number of years,  
To the pioneers and their time,  
Their were days of hunger and fears,  
These heroes so honored; sublime.

These pioneers are America's heroes,  
The regions unsettled, they found,  
The terrors that met them, they conquered,  
As their faces were held westward bound.



## THE PRESIDENT'S PAGE

## The Public Schools Belong to the People

WILLARD E. GIVENS, *President*  
*California Teachers Association*

WE are passing through an economic depression, a time of uncertainty, of fear, and of lost confidence. We are face to face with a practical situation. More than twelve million or 10% of our entire population are involuntarily unemployed. Additional large numbers of our citizens are on part-time employment.

Many of our people have suffered heavy financial losses during the past three years. The wheels of industry to a large extent are standing still. Agriculture is partially paralyzed. Taxes on common property in this state are called upon to pay 85% of all school costs during these times when there is very little income from common property.

Education in California calls for a large sum of money. It is to be expected, therefore, during times like these that the people will demand to know what is being done with every dollar spent for public education.

The blind confidence which the public has evidenced in education during prosperous years is partly responsible for the tendency of some school people to arrogate unto themselves complete ownership of all things educational.

The failure of many school people to fully sense the fact that the schools do belong to the people and that all teachers are employees of the people entrusted with educational matters is partly responsible for the present unrest and distrust in education and educators.

The schools do belong to the people. They are maintained and operated by them for the education of their children. The sooner that all school people adopt the policy of facing all the facts and discussing educational matters with those who own and operate the schools, the more certain we are of maintaining the right kind of education. There are many obstacles to overcome, but calling names and impugning the motives of opposing groups will only impede

progress and eventually injure the education of our children.

IN maintaining and restoring confidence in the schools, we must ask help from everywhere, from our co-workers, from parents, from taxpayers, and from leading laymen.

As educational leaders, we should constantly call together groups of our people and say to them, "These are your schools. These are your children. Here are the facts. Here are my recommendations. What suggestions and criticisms have you to make for the best interests of the education of our children?"

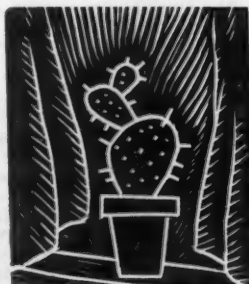
With every tax-supported organization under attack, any school leader who thinks his system may escape is simply deluding himself with false hopes. These attacks come from various sources, from hysterical citizens who are alarmed by falling incomes and rising taxes, and who are clutching at any straw that will save them.

Added to these are many honest people, conservative by nature, who believe the schools in recent years have added many innovations that should be dropped. They welcome this opportunity to attempt to restore the formal drill school of the past.

More dangerous than all of these are those individuals and those organizations that are willing and are planning to wreck the school organizations and the future of our children in order to save money and to hold for themselves a larger share of the wealth developed by the community.

Some of these groups are organized and encouraged by selfish and unscrupulous politicians who profit by fishing in muddied waters.

All public school people must do more straight thinking about sane retrenchments during this difficult economic period. Many of us have too much distrust of the general public and too little understanding sympathy for the hard-pressed taxpayer, too much questioning of motives, and too little desire to ascertain the validity of opposing views, too much clamor within our own school group, which is already convinced, and too little effort to give to the people who own and operate the schools all the facts about the cost of the education of children.





**L**ET us all as school people fight to maintain the best interests of children. In doing this, however, let us make every sound economy that is possible. We must maintain thoroughly sound education for our children at the least possible cost.

We of all people must not allow ourselves to become discouraged. The American nation is not and will not be ruined. As long as the United States of America stands, the people will demand strong, progressive public schools, adequately supported.

The difficulties of democracy are the opportunities of education. Let us have a God-centered philosophy of life with faith in the ultimate outcome and face our problems without fear.

\* \* \*

## C. T. A. Southern Section

Teaching Staffs Enrolled 100% in C. T. A.  
for 1933

*As of December 13, 1932*

### Imperial County

Meloland

### Los Angeles County

Hermosa Beach

Lancaster

Lowell Joint

Lynwood

San Dimas

Bonita Union High School

Citrus Union High School

### Inglewood City

Centinella

Freeman

Highland

### Los Angeles City

Alexandria Avenue

Amelia Street

South Whittier

Spadra

West Whittier

Also Guirado

Kelso

Oak Street

Avenue 21

Barton Hill

Brentwood

Brooklyn Avenue

Budlong Avenue

Cahuenga

California Street

Carmelita

Center Avenue

Central Avenue

Cheremoya

City Terrace

Commonwealth

Elysian Heights

Eton Avenue

Garvanza

Glen Alta

Glenfeliz

Graham

Grant

Gulf Avenue

Hoover Street

Huntington Drive

Ivanhoe

Laurel

Lockwood

Bancroft Junior High School

McKinley Junior High School

Loreto

Los Feliz

Main Street

Marvin Avenue

Moneta

Miles Avenue

Normandie Avenue

Norwood Street

Paducah Street

Playa del Rey

Rio Vista

Roscoe

Rowan Avenue

San Pascual

San Pedro

Santa Barbara

Santa Monica

Terminal

Toland Way

Twenty-eighth Street

Van Ness Avenue

Vermont Avenue

Vine Street

Wadsworth

### Santa Monica City

Franklin

Garfield

Grant

Jefferson

Muir

Adams Junior High School

Lincoln Junior High School

Madison

McKinley

Roosevelt

Washington

### Orange County

La Habra:

Lincoln

Wilson

Brea-Olinda Union High School

Huntington Beach Union High School

Anaheim:

Citron

Horace Mann

(Please turn to Page 62)



Mrs. Florance P. Koontz

## C. T. A. Central Section

Mrs. Florance P. Koontz, Madera county assistant superintendent of schools, filled the unexpired term of M. C. Taylor, resigned, as President of the C. T. A. Central Section.

W. N. Davis, Dinuba district superintendent of schools, is President for the present year.



W. N. Davis

# C. T. A. Council of Education

Semi-annual Meeting, Los Angeles, December 3, 1932

**T**HE regular semi-annual meeting of the California Council of Education was called to order by President Willard E. Givens at 9:30 a. m. Saturday, December 3, 1932, at the Hotel Alexandria, Los Angeles. Roll call showed the following members present:

## Roll Call

### Bay Section

|                    |                    |
|--------------------|--------------------|
| Pansy J. Abbott    | Josephine Leffler  |
| Walter L. Bachrodt | S. Edna Maguire    |
| J. H. Bradley      | David E. Martin    |
| A. J. Cloud        | Mary F. Mooney     |
| Albert S. Colton   | Walter C. Nolan    |
| W. P. Cramsie      | Oscar H. Olson     |
| Mabel R. Ellis     | William G. Paden   |
| L. P. Farris       | Bruce Painter      |
| Minerva Ferguson   | Edith E. Pence     |
| Mary Friedrich     | Thaddeus H. Rhodes |
| Willard E. Givens  | Lewis W. Smith     |
| Earl G. Gridley    | Estelle A. Unger   |
| Joseph Marr Gwinn  | Dan H. White       |
| Joseph E. Hancock  | Will E. Wiley      |
| Walter H. Helms    | John R. Williams   |
| Eva Holmes         | Mabelle Wilson     |
| Edward Kottinger   | Helen Winchester   |

### Central Section

|                       |                      |
|-----------------------|----------------------|
| Charles E. Bigham     | Mrs. Florance Koontz |
| Lawrence E. Chenoweth | Louis P. Linn        |
| Clarence W. Edwards   | May R. McCordle      |
| C. L. Geer            | DeWitt Montgomery    |
| J. F. Graham          | C. S. Weaver         |
| Herbert L. Healy      |                      |

### Central Coast Section

|                  |               |
|------------------|---------------|
| Robert L. Bird   | Melroe Martin |
| Blanche L. Davis | Arthur Walter |
| T. S. MacQuiddy  | Edna H. Young |

### North Coast Section

|                   |                  |
|-------------------|------------------|
| A. O. Cooperrider | Shirley A. Perry |
| Roy Good          |                  |

### Northern Section

|                   |                     |
|-------------------|---------------------|
| J. E. Birch       | Robert R. Hartzell  |
| Charles H. Camper | Charles C. Hughes   |
| Ed. I. Cook       | Mrs. Portia F. Moss |
| J. Russell Croad  | Chester D. Winship  |
| Ralph W. Everett  |                     |

### Southern Section

|                     |                    |
|---------------------|--------------------|
| Lewis E. Adams      | C. B. Collins      |
| Ray Adkinson        | E. B. Couch        |
| Mrs. Rhea E. Allen  | Beulah B. Coward   |
| W. D. Bannister     | William P. Dunlevy |
| George E. Bettinger | B. F. Enyeart      |
| A. A. Bowhay, Jr.   | Noel H. Garrison   |
| C. R. Briggs        | Arthur Gould       |
| C. L. Broadwater    | George M. Green    |
| George C. Bush      | F. A. Henderson    |
| Anna D. Clark       | Ella C. Hickman    |
| Emmett Clark        | Floyd J. Highall   |

|                          |                          |
|--------------------------|--------------------------|
| Isabella H. Hilditch     | A. H. Riddell            |
| Mrs. Eileen S. Hitchcock | Elmer C. Sandmeyer       |
| Osman R. Hull            | George W. Scott          |
| Edward J. Hummel         | Harold F. Seal           |
| Parke S. Hyde            | John A. Sexson           |
| Christine A. Jacobsen    | Albert M. Shaw           |
| Mrs. Eugenia West Jones  | S. A. Skinner            |
| Ira C. Landis            | A. Haven Smith           |
| Helen M. Lord            | Mrs. Josephine P. Smith  |
| Mrs. H. A. MacKeever     | Isabella L. Smith        |
| George J. McDonald       | Mrs. Kathleen H. Stevens |
| Gertrude Mallory         | Paul E. Stewart          |
| Mrs. Pauline Merchant    | K. L. Stockton           |
| Harry J. Moore           | Edyth Thomas             |
| Gladys E. Moorhead       | O. Scott Thompson        |
| George U. Moysse         | F. L. Thurston           |
| Ruth Newby               | A. F. Vandegrift         |
| Oliver P. Palestine      | John H. Waldron          |
| Mrs. Georgia B. Parsons  | Richardson D. White      |
|                          | Frank M. Wright          |

### Special Members

|                         |                  |
|-------------------------|------------------|
| Robert B. Abbott        | Roy W. Cloud     |
| Mrs. Genevieve Anderson | E. L. Hardy      |
|                         | Herman A. Spindt |

Proxies were presented as follows:

### Bay Section:

Henry Kunz for A. G. Elmore.  
Robert White for W. H. Hanlon.  
John C. Almack, for unfilled vacancy.

### Central Section:

W. N. Davis for M. C. Taylor.

### North Coast Section:

John Hardwick for Ray R. Wilson.

### Northern Section:

Mrs. Jessie Madison for Mrs. Agnes W. Meade.  
Floyd Tarr for Jay E. Partridge.

### Southern Section:

Ernest Branson for H. H. Hoffman.  
C. A. Langworthy for Grace G. Robinson.

### Special members:

Sam H. Cohn for Vierling Kersey.  
John George Miller for Morgan N. Smith.  
On motion duly made, seconded, and carried, these proxies were accepted as members of the Council for the day.

**U**PON presentation of the Constitution of the North Coast Section Classroom Teacher Division, Mr. Bachrodt moved, which motion was seconded by Mrs. Stephens, that the constitution be accepted. The motion was carried.

It was moved, seconded, and carried that the President of the North Coast Section Classroom Teacher Division, Mary Sample, be constituted a member of the Council.

The President then called for the report of the

State Executive Secretary, who reported as follows:

### Executive Secretary's Report

*Mr. President and Members of the State Council of Education:*

**I**N presenting my semi-annual report to this organization, I realize that it is also being submitted to all of the teachers of California who are sufficiently interested in problems of education to read their official magazine, the Sierra Educational News.

I take pleasure in reporting that the officers of this organization have endeavored in every way to carry on their work in such a manner as to win the support and confidence of the members.

The membership of California Teachers Association for the year closing July 31, 1932, was 37,145. This is slightly less than the membership of 1931 which was 37,686. There may have been good and sufficient reason for certain members of the teaching profession not enrolling in the organization during 1932.

I shall endeavor later in my report to indicate reasons why every teacher in California should enroll in the Association as an active supporter for 1933.

In listing our activities, the first at this time should perhaps be **Constitutional Amendment 9**, which was submitted to the voters of the state at the November election.

At our meeting in Los Angeles a year ago, we were invited by the California Real Estate Association and the California Farm Bureau to co-operate with their organizations in an endeavor to change the system of state support of the schools of California. We accepted the invitation. The whole proposition was carefully studied. After the acceptance of the plan by the bodies responsible for its preparation, the members of California Teachers Association were largely responsible for securing a sufficient number of signatures to insure Amendment 9 a place on the November ballot.

California Teachers Association expended more money than any other of the co-ordinating organizations in endeavoring to pass this amendment. The fact that it was a tax transfer plan and not an educational measure made no difference to our officers. No estimate of the worth of the amount of time on the part of educators in California is indicated in this cost. Neither can we definitely state what part of their regular business hours was given by the employees of the Association.

We know, however, so far as the financial

end is concerned, that the Association participated to the extent of \$2000 of the \$6407.69 expenses as reported by the co-ordinating committee. In addition to the \$2000 given by California Teachers Association, \$1549.91 was also expended for postage, additional help, and material, in our office.

**Re-organization.** Plans for re-organization of California Teachers Association have been discussed. Our President has outlined ideas which he believes will be of worth for the consideration of the membership.

Because of the fact that there was not so much teacher participation in the membership of the State Council as there should be, a plan was considered by your Board of Directors and adopted by this Council last April, which enabled the formation of classroom teacher divisions in each of the six Sections of the state. This action will result in an increase in the personnel of the State Council by six additional teacher members.

The Bay Section Council of the California Teachers Association in a resolution presented to that body at their November meeting urged an increase in the Board of Directors. I trust that before giving any definite sanction to such a proposal the members will give it very careful consideration.

Members of the Board of Directors are elected annually. Because of the possibility of changing the personnel of the Board at the will of the Council, I believe that little could be gained by the change. There would appear to me to be little apparent reason for increasing the directorate of any organization to a large number.

Our President has asked for suggestions as to proposals for other re-organizations. The Board of Directors and the Council members will welcome suggestions.

**A** NUMBER of very wise-minded educators after careful consideration organized California Teachers Association. They proposed plans for a teacher organization in California. It is planned on a representative assembly basis. Every member is given the right of participation. No one is barred from seeking election as an officer or as a Section Council or State Council member. The activities of the organization have made it possible for the schools of the state to become recognized nationally as having standards which are not excelled anywhere.

Unless we can present a plan which is known to be superior to our present form of organization, I think that we should be content to await

a time with patience until we can see the desirability of a change.

I have mentioned **classroom teacher participation** in the State Council of Education. We are earnestly seeking means by which the membership of the California Teachers Association may express itself.

To set up hard and fast rules as to any particular representation on the State Council of Education is contrary to the best interests of public education. Within the meaning of the term, those of us who are connected with the public school system are all teachers; also every teacher is an administrator.

Some of us may be engaged in actual classroom work, others are supervisors, principals, deputy superintendents or superintendents. There should be no difference in feeling, however, between any of these orders.

To have a difference of opinion set up as is being urged by the California Classroom Teachers Association is a definite bid for class distinction.

In California we have a legislature elected every two years to represent the people of the state. It is expected that all of the citizens of California shall participate in the election of their representatives. Were we to begin to talk about lawyer, farmer, doctor, preacher, or merchant membership, or were we to base election to the state legislature upon memberships in the Elks, the Native Sons, or were we to say that a certain percentage had to be Odd Fellows, we would be basing our desires on ideas which would be detrimental to the best interests of government.

**I**N California Teachers Association we have six sections. Each section elected its representatives to its section council. This section council elects members to the State Council. The members are absolutely free in their selection. There is no suggestion that they should elect so many men and so many women. There is no regulation that they should elect so many Republicans, so many Democrats, and a percentage of Socialists.

The only suggestion is that they should elect the best possible representative they can to the State Council of Education.

When any organization begins to play upon the feelings, emotions, and prejudices of the teachers of the state in order that they may secure, for a few of their leaders, the privileges which do not belong to any particular people, they are not doing it for the welfare of

the boys and girls of California but for their own selfish desires.

Just so surely as the teachers of California are split into divisions because of their particular line of employment, just so surely will the big interests of the state which have no thought but the saving of taxes for themselves, be able to take from the schools of the state and the children who are housed therein, the best standards of education which have been won because of the unselfish devotion of men and women of the past decades who have worked in the ranks of this organization which we represent.

**M**ARK KEPPEL never considered himself anything other than a school teacher. Morris Cox worked for the children of the state when he introduced ideas which have brought about fine principles of education. Will Wood was actuated only by a desire for a good school system when he worked for education. Our present State Superintendent of Public Instruction is unselfish in his devotion to the boys and girls of California.

To my mind this is true of hundreds of men and woman who have occupied positions of trust within the school system of the state. They may have occupied administrative positions but they have been first and foremost teachers and have acted as teachers when representing the teachers of California.

**Legislation.** Our Legislative Committee met this morning. You will soon hear its report. I hope that there will be very few matters of legislation presented by California Teachers Association this year. We shall have so many battles to fight in maintaining proper school support during this coming session of the legislature that I believe we should have as small a legislative program as possible.

I know you will realize the importance of the proposals which have been presented by Senator Arthur H. Breed of Alameda county, who seeks to eliminate fixed charges or reduce constitutional guarantees. I know you understand the proposition which has been set forward by the State Chamber of Commerce, which says that it is not going to take from the boys and girls any of their rights and privileges, but notwithstanding this expression advocates a curtailment of school expenditures.

Ladies and gentlemen, the schools of California have made more reductions in expenditures than all of the other agencies of Cali-



fornia government combined. There is a limit to which these reductions can be carried.

We must be on the defensive and be prepared not only as a teaching body but by the organization of groups of friends of education to offset the activities of those who would curtail the educational advantages of the boys and girls.

I am asking now that the teachers of California give their loyal support to the California Teachers Association in its endeavor to maintain the best practices of public education. Unless we have a unified body, we are going to lose some of the advantages which we have attained.

It is the duty of the members of the State Council of Education to see that the teachers throughout the state understand the problems which are facing them and to aid in the enrollment of members in our organization.

During this coming year I believe that it will be necessary for us to have regular publicity sent to the people of the state. Your Board of Directors is considering the appointment of some one to care for this phase of the work. It is not possible for the officers of the California Teachers Association to present to the people of the state an entire picture of the needs.

I therefore appeal to you directly, as members of our State Council, to be ready and willing to send to us ideas which can be prepared and sent to the state at large as publicity matter for keeping the people informed on all problems confronting the schools.

I believe that the people of California do not disapprove of our public schools. Those who have spread stories of this kind have done so maliciously. They are seeking to belittle the teachers organization of the state. While we must in places restore confidence, I believe that we now have that confidence in a large portion of California.

I feel that it is not my business at this time to talk to you about school finance. My only word in this connection is that we shall so conduct our school affairs that those who would criticize us will have as little opportunity as possible to do so.

Although there are serious problems facing us, I trust that 1933 will be one of the very best years that the teachers of California have ever had.

ROY W. CLOUD  
*State Executive Secretary*

On motion duly made, seconded, and carried, the Secretary's report was approved and ordered filed.

The President then reported as follows:

## Report of the President

THERE are several matters that I want to discuss with you this morning. First, may I say that the responsibility that has been placed upon me as President of your Association I well realize to be a tremendous responsibility in these times. I shall do the best I can with your support, to look at the problems in the state squarely and to solve them fairly.

Now, there are three or four immediate matters. The first that I want to discuss is the meeting that we had last night with the presidents and secretaries of the six sections looking toward a re-organization of the California Teachers Association. Briefly I will give you the thinking of that group last night.

They were unanimously agreed that a committee should be appointed in each of the six sections and a combination of those committees make up a state committee to give serious study to all phases of the California Teachers Association and bring to this Council recommendations for our consideration and action at the April meeting. Those committees will be appointed in a short time.

They agreed also, that this committee should be urged to seek ways and means of making California Teachers Association more democratic, and if possible, more efficient, in the working of its committees; that they should also seek to suggest ways and means of more equitably distributing memberships in the various groups throughout the state, elementary, secondary, junior college principals, supervisors and superintendents, all organizations that participate actively in the work of the Association.

## An Integrated Committee Program

They were agreed that the committee should give consideration to the possibility of having a re-organization of our committee program whereby each section would have a strong committee on each of the vital problems considered by the state committee and if possible that by such organization, a chairman of the six section committees be the working committee and the chairman of one of those committees be the state chairman.

To be more specific, take one committee, say the legislative; each section would have its legislative committee and the chairman of each of these section committees would be the state working committee; that then, with the approval of the secretary and the president, those six people could meet as often as necessary during the year to formulate policies and take them back to the sections for discussion before reach-



ing their final recommendations, then when these are reached, their report should be submitted to the state office four weeks before the Council meeting and be sent to every member of the Council, and as soon as possible the section councils meet and discuss these reports.

It was also approved that the committee give consideration of the possibility of holding our Council meetings, both sections and state, in such places that we may accommodate all members whether or not they are members of the Council and that we invite and encourage all members of our profession to attend these meetings.

I believe personally that this is vital and that it can be done very easily if we provide the physical facilities and create the interest that will bring people to these meetings. At the present time, most of our teachers have the feeling that they are not wanted at these meetings, that this is a closed affair. That, I think, should be the last thought that we should encourage. We should encourage all of them to come in.

We discussed also the possible re-organization of the State Department of Education and agreed that committees should be appointed in each section and one of the state as a whole and begin work on this problem. The following is an outline in brief of this problem. It is given out for information and discussion.<sup>1</sup>

Committees will be appointed to discuss this and make recommendations at the April meeting.

Later on, if you have any questions or discussions which you may want to raise on this, time will be given.

**N**OW, may I invite your attention for a few minutes to the general situation which we face. All of the county and city superintendents have received in the last two or three days a letter from Secretary Crabtree of the National Education Association with three or four enclosures. I want to read from this in two or three places:

"We have at N. E. A. headquarters in Washington, information on conditions in almost every community in the United States. Our information has come from county and city superintendents. No other agency in Washington has any such up-to-date records. It shows only a very few instances where unemployment has decreased or where conditions have perceptibly improved.

"There are few places where salary levels have been held and few places where the teacher

load has not been increased. Salaries have been cut all the way from 5% to 50%. Many schools do not have funds.

"School warrants are often discounted 20% to 25%. In places the warrant is paid only in groceries and goods and without chance of getting even part in cash.

"Our information gives a dark picture but it does not show half the discouragement one would expect. The encouraging feature is the expression of confidence and hope in many reports following the statement of actual conditions.

"Conditions in Alabama are not much worse than in eight or ten other states. Let us take it, however, as an example of the worst. Our information shows that all the schools in at least eight counties have been closed. It indicates that nearly all the schools in the state will close before the end of the year unless immediate aid is received.

"It shows that citizens have become aroused, fearing a complete breakdown in public education, and that they are threatening to march 30,000 strong on the state capital to urge the legislature which has listened attentively to the wails of the Tax League, to listen a moment to the voice of the children and to hold up before the lawmakers the need of continuing to carry out the principle that every child is entitled to an education and to a fair start in life."

This shows you briefly what the situation is throughout the country. Now, we are interested in that but we are more interested in the situation in California. The city in which we are meeting today has 35,000 families on charity. It has 135,000 people registered as unemployed and it is no worse off in proportion to its population than are our other large cities. Los Angeles has probably more than double that amount living on friends and relatives.

There are 14,000 families on charity in San Francisco; Alameda county has 13,000 families on charity. That is the situation we are actually facing today in California. Tremendous unemployment; countless others with only part-time work, and literally thousands upon thousands who have lost heavily in their holdings whether it be stock, real estate, or business property.

We also want to remind ourselves as school people and members of California Teachers Association that we are a part of this general condition. Every school leader or individual who thinks that his system is going to escape without an attack is just deluding himself.

We are part of the situation, and we are citi-

1. See page 44 of this issue.

zens, and we should help to straighten out, to the best of our ability, this great problem. We cannot afford to lose sight of the fact that the people still own and maintain the schools.

We have a tremendous responsibility to the pupils. That responsibility is placed upon us. We are more or less, to a greater or lesser degree, beneficiaries of the system under which we work and naturally being beneficiaries we are apt to be prejudiced.

Therefore we should not hesitate to talk to all of the members of our community and get all the help that we can.

Now is the time to call in our people and say "These are your schools and your children; these are the facts; these are my recommendations; what shall we do for the best interests of all of the pupils."

It is time to economize, saving wherever we can save. We have thousands in this state losing their homes because they cannot pay their taxes. It is a time when we should get 100 cents for every dollar we spend.

It is a time to weigh what we are doing from the standpoint of our school system and know that whatever we are spending, that we are spending it for those things that are most worthwhile.

It is time for us to clean our own house. It is better for us to do it ourselves than to let some outsider come in and take everything out.

Each locality has its own problems. I do want to stress this point, that we are part of the community in which we are working, we are citizens and many of us taxpayers, but we are also employees of the public at large and being employees, we may not see the problem as we should and should therefore seek advice.

The specific problem that we face is the problem of facing a fight to save our school funds. It is going to be a fight. There are two or three measures that I want to discuss briefly.

The first one is the proposal by the Senator from our county, Senator Breed. He has said in print that he is preparing two bills, the first one to remove all mandatory provisions from the Constitution for funds, and the other is that if he cannot get that through he will propose a straight 20% cut. May I remind you that the Constitution provides that the state must give \$30 for every child in average daily attendance. The Constitution says this must be done, and must come out of any and all funds. It also says for every elementary child the county shall give \$30 and \$60 for every secondary child. The Constitution provides a guarantee of \$60 for every elementary child and \$90 for every sec-

ondary child that no one can tamper with in any way. We know what we will get every year from state funds. We can depend on this amount.

Senator Breed says he is going to remove that mandatory provision so that the Legislature may determine every two years what we can or should have.

I think there is only one argument that we need to make to meet that, but that needs to be made now. Every individual needs to get to the people elected to the Legislature from his district and talk over the situation at this time.

All we need to say is this: at the present time the local taxpayer who is paying more than 85% of all school costs in this state is at the place where he cannot bear any more tax burden. Thousands are breaking under it now. It cannot be made worse unless we want a catastrophe.

If Senator Breed gets his bill through it means that that \$30, if we are running an economic program, must come back onto the local districts, it will come back onto the fellow who is already paying 85%.

There are not many members of the Legislature who would come back from Sacramento and face the accusation that in a time of stress when their constituents were paying 85% of the total school costs that they put through a proposal of adding to that burden. I think that is all we need to say.

I have a concise statement from Samuel Leask of Santa Cruz that I want to read portions of it at this time:

**I**F you have an obligation to meet, I cannot see how you can get rid of it by calling it bad names. The latest bad name is "fixed charge." If the money covered by that term has to be paid, what earthly difference does it make what you call it? Total receipts of elementary and high school districts, 1930, practically \$150,000,000. State apportionments for both types of schools, \$26,000,000; mandatory county taxes, \$32,600,000; total combined state and county mandatory apportionments for above year, \$58,600,000. That left \$91,400,000 which was neither "fixed" nor mandatory.

In view of that, what possible difference can it make whether the \$58,600,000 is "fixed" or not "fixed," we know that, no matter what you call it, that amount has to be paid, and over \$90,000,000 more on top of it, unless costs are reduced. If the cost reduction of Senator Breed is adopted, and the \$150,000,000 is reduced 20%, it becomes \$120,000,000, and makes it possible to reduce the optional, non-"fixed," non-mandatory amount of \$91,600,000 to \$61,600,000. So long as there is an optional, flexible amount of \$91,000,000, or \$61,000,000, or any such large amount, the fact that \$58,600,000 necessary to make up the

full amount has been set aside for that purpose makes no difference to the final result, unless you want to jockey things around so as to (1) either increase district taxes, or (2) prevent reduction in district taxes, by reducing state apportionments.

This is what is ahead of Mr. Breed and his program:

1. Secure a two-thirds vote of the Legislature to submit an amendment to the Constitution abolishing present school support guarantee.
2. Submit above amendment to people, November, 1935.
3. If amendment carries, secure consent of 1936 Legislature to reduce state apportionments for school support.
4. Owners of real estate, parents and school people, get out a petition to submit action of the Legislature to a referendum vote. (This is bound to happen.)
5. Vote on the above referendum November, 1938.
6. If measure not sustained, 1939 Legislature tries again. Meantime, schools have been upset for six years, and all for what?

**I** WANT to say a word or two on our representation at the Legislature. Schools interests have been harmed in the last two or three sessions by having too many people in Sacramento; too many people who were not in agreement as to what was to be done. We have one representative at the Legislature and that is our Executive Secretary, Roy W. Cloud.

The policy adopted by the Board is: that if any additional help is needed from any part of the state to carry on a legislative program, so far as California Teachers Association is concerned, the president of the Association will call upon the presidents of the six sections for help, so that the presidents will recommend the people best qualified in each section to work on legislation in general or on particular problems.

If we need help from the Bay Section, I shall call upon the president of the Bay Section to recommend that individual who can best present the problem under consideration. So far as California Teachers Association is concerned, any unauthorized person at Sacramento will not have the approval of the Association.

If there is any objection to this I would like to have it discussed. This means that those of you who have legislative problems should get in touch with your section president before the Legislature meets. We shall need few representatives if we as individuals work effectively prior to the legislative session. Now is the time when effective work should be done. I think we should go to the people and put the facts before them.

I have been talking to the people of Oakland. I have been complimenting them by letting

them know that I think they can make up their own minds. I am just giving them the facts. I don't believe there is a single legislator who will make any move at this term that will put any additional cost back on to the people who elected him.

Today we shall discuss many vital problems. I would like to have a very free and frank discussion. I would like to have you please give your name when you rise. We invite a free and frank discussion on all problems presented because we are facing some problems today that are going to have tremendous significance on education in this state.

Let us have all the light and the minimum of heat. I have found in my own dealings that I have never done anything I was very proud of when I was excited or angry. So let us look squarely at the facts and discuss them from all angles.

One of the first reports is the tenure committee report, and we are not going to take any action until this afternoon. I want to get all the views expressed this morning, so that at noon we will have a chance to think our problems over, and so we can be ready to express the opinion of the people who sent us here, and we should keep that in mind as we discuss these problems.

The President then called on Dr. Staffelbach for a short report on the study he is making on school financing. This report will be printed in later issues of the Sierra Educational News.

The President recognized F. L. Thurston on a special item of business.

Mr. Thurston: "A. R. Clifton for a number of weeks past has been very seriously ill, so seriously ill that many times his friends despaired of seeing him regain his health. He is now much improved. He has been for a number of years one of the loyal members of this organization, a member of this State Council, and of the Southern Section Council. Mr. President, I propose that a message of cheer with the thought that we are happy to learn that he is on the road to recovery be sent to Mr. Clifton. I so move."

The motion was seconded by many members of the Council and unanimously carried.

On motion of Mr. Bachrodt, seconded by Mr. Kottlinger, the minutes of the meeting of April 9, 1932, were approved.

### Tenure

The President then called on K. L. Stockton, chairman of the Committee on Teachers Tenure, to report.

Mr. Stockton reported as follows:

"It is the judgment of the chairman that it has been an unusually good committee from the standpoint of representation. All organizations have had an opportunity to present their views to the committee. All action of the committee has been unanimous."

## Report of Tenure Committee

To Members of the State Council:

This report consists of the following:

I. A statement of policies and procedures followed by the committee in its study of the tenure question.

II. A resume of the questionnaire sent to teacher groups on November 1, 1932.

III. A list of recommendations sent for consideration of the Council in event the California Teachers Association is forced to consider modifications in the law at the next session of the legislature.

IV. Legal opinions on section 5.404 and the possible removal of the words "and fact" from the law.

I. Policies and procedures followed by the committee in its study of the tenure question.

In presenting this report the Tenure committee wishes briefly to review its work and policies during the past twelve months. At the meeting of the Council one year ago the committee recommended certain procedures which were approved by the Council and which have been followed in carrying on the study of the tenure question. At no time has the committee allowed individual opinions to dominate its decisions, but rather at all times has it tried to be guided by information which reflected the wishes of the majority of teacher groups throughout the State.

To date the committee has presented two reports. The first report, presented last December, dealt with the problems confronting the California Teachers Association as these problems had developed in connection with the operation of the present tenure law. This report also outlined the policies to be followed by the committee. The second report, presented at the April meeting of the Council, was very largely a fact finding investigation and included certain recommendations based on the material coming to the attention of the committee previous to that time.

Recommendation number two of the April report stated that "should the Council see fit to accept the recommendations of the committee, we unanimously recommend that the information embodied in this report be passed back to the several teacher organizations of the State for their consideration." This report, in keeping with the recommendation just quoted, was published in full in the September, 1932, issue of Sierra Educational News.

So far as the committee has been able to determine all recommendations embodied in this report, with one exception, have met with the general approval of the majority of teachers throughout the State. The one exception is the recommendation dealing with the possible removal of the words "in fact" from section 5.404 of the School Code.

### II. Teacher questionnaire.

To ascertain the attitude of teachers on a modification of the present tenure law, a short

questionnaire was mailed through the office of the Executive Secretary on November 1 to the several teacher organizations of the State with the request that replies be forwarded to the Tenure committee not later than November 17. The information called for follows:

1. Our group votes to support the tenure law as is.
  2. One group votes to have modifications in the present tenure law.
  3. If your group favors modifications, please suggest what these modifications should be.
- A tabulation of the replies received up to and including November 19 shows the following:
1. Number of groups reporting: 82.
  2. Number of teachers represented in the report (approximately): 9573.
  3. Number voting to retain the tenure law as is: 8178.
  4. Number voting for modification: 1395.

On November 19, members of the Tenure committee living in Southern California held an all day meeting in the office of the chairman and gave attention to:

1. The information contained in the foregoing questionnaire.
2. Modifications in the law as suggested by replies to the questionnaire and by members of the California Teachers Association.
3. Certain legal interpretations which had been given by Attorney-General U. S. Webb, Robert A. O'Dell, Lawrence Cobb and Alfred E. Lentz relative to the elimination of the words "and fact" from the present law, and the possible effects of such procedure. These interpretations are attached hereto and made a part of this report.

After a careful consideration of all material received from the questionnaire and other sources, the Tenure committee wishes to present the following recommendations:

**First:** That the California Teachers Association assume a "hands off" policy in regard to recommending any radical change in the tenure law at the next session of the legislature.

**Second:** The committee unanimously recommends the retention of the words "and fact" in the law.

**Third:** The committee again strongly urges teacher groups throughout the State to set up professional committees to deal with problems growing out of the operation of the tenure law. It also recommends that the California Teachers Association establish professional committees on tenure. These recommendations are based on the assumption that it is the duty of the California Teachers Association to co-operate with boards of trustees in seeing that unworthy and inefficient teachers are not protected by the tenure law. A suggested form for the organization of professional committees is attached hereto and made a part of this report.

**Fourth:** The committee recommends that a committee be appointed by the President of the Board of Directors of the California Teachers Association to meet with the state organization of trustees and with the various local trustee organizations to facilitate, as much as possible,



during the coming two year period the application of the present tenure law and work out the revisions that will promote the welfare of the schools by aiding in a more effective administration of the law.

### III. Recommendations.

Information coming to the attention of the committee indicates that a move may be made to modify the tenure law at the next session of the legislature. It is the feeling of the committee, should this occur, the Council should be prepared to meet this move by offering such modifications in the present law as will meet with the approval of all groups which believe in the principle of tenure and at the same time recognize certain minor problems involved in the operation of the present law. With this thought in mind, the committee makes the following recommendations:

**First:** That all certificated employees who have reached the age of sixty-five shall have election from year to year. Retirement shall be compulsory at the age of seventy. This provision to go into effect May 1, 1934.

**Second:** That tenure be granted only to certificated employees who serve at least 75% of the time school is in session in the district during the year and who carry a load equivalent to 80% of the teaching load for certificated employees in full time day school service as prescribed by the governing body.

**Third:** That section 5.654 of the School Code include the following "provided that whenever a teacher becomes obviously mentally incompetent or physically unable to perform his or her duties such teacher shall be suspended from active duty and charges may be preferred. In the event charges are preferred, action shall be taken within thirty days. Said suspension is not to affect the suspended teacher's right of sick leave now provided for in the statutes, nor is it to prevent a board of education from granting a leave of absence to such teachers in order to permit recuperation."

**Fourth:** That section 5.653 be amended by adding "criminal dishonesty and gross unprofessional conduct" after the words "immoral conduct." In cases of criminal dishonesty or gross unprofessional conduct action shall be taken as outlined in section 5.653.

**Fifth:** That section 5.500 referring to classification of permanent employees be amended to read "every full time certificated employee of the district" instead of "every employee of the district."

**Sixth:** That section 5.521 dealing with the employment of temporary teachers be amended by inserting the words "first three school months" instead of "first sixty days."

### IV. Legal opinions.

The Tenure committee has received from members of the California Teachers Association legal opinions which have been given in connection with the removal of the words "and fact" from section 5.404. It is the feeling of the committee that all members of the State Council should have access to these legal opinions and this information is, therefore, attached hereto and made a part of this report.

### Conclusion.

In conclusion, the committee wishes to express its appreciation to all individuals who have aided in the collection and compiling of the material contained in this report. Times like the present demand wholehearted co-operation between trustees, administrators and teachers, in solving the common problems which affect the welfare of our public schools.

Respectfully submitted,  
Ray Adkinson, County Superintendent, Orange County

Anna D. Clark, Teacher, Los Angeles  
L. B. Couch, Teacher, Los Angeles  
R. W. Everett, Teacher, Sacramento  
C. L. Geer, District Superintendent, Coalinga  
W. E. Givens, City Superintendent, Oakland  
Floyd J. Highfill, Teacher, Los Angeles  
Flornace Koontz, Assistant County Superintendent, Madera  
Edna Maguire, Teacher, Mill Valley  
Gladys E. Moorhead, Teacher, Los Angeles  
Thaddeus Rhodes, Teacher, San Francisco  
Grace G. Robinson, Teacher, Pasadena  
S. A. Skinner, Teacher, Redlands  
Harold F. Seal, Teacher, Long Beach  
Josephine R. Smith, Teacher, Los Angeles  
Mabelle Willson, Teacher, Berkeley  
K. L. Stockton, Principal, Huntington Park,  
Chairman

### California Teachers Association Professional Committee on Tenure

#### I. Organization.

1. It is recommended that the California Teachers Association shall provide a Professional Committee on Tenure for each county in California, wherein teachers do or may hold a tenure position under the present law.

2. It is further provided that in the larger counties each school district, wherein there are employed one hundred or more certificated persons, may request the California Teachers Association to establish a local professional committee on tenure.

3. It is further provided that the California Teachers Association shall prescribe the manner of election, term of office and the personnel of these professional committees on tenure, provided:

A. That the presiding chairman of the professional committee on tenure during any investigation shall be from the same group as that of the certificated employee under investigation, and provided further

B. That a majority of the committee making such investigation shall be selected from the group to which the employee investigated belongs. (Elementary teachers shall investigate

elementary teachers; secondary school teachers, secondary school teachers; principals, principals; superintendents, superintendents, etc.)

C. That certificated employee or board of education may take a change of venue to another county or to Professional Tenure committee of the California Teachers Association of that section.

4. The expenses of these professional committees on tenure shall be borne by the California Teachers Association.

## II. Status.

1. The status of the professional committee on tenure shall be that of a professional agency, responsible to the California Teachers Association and at the service of teachers, boards of education, their legal officers or representatives, and the patrons of public education in California.

## III. Purpose.

1. To establish, promote and preserve high ethical and professional standards among all certificated employees engaged in the service of public education in California.

## IV. Functions.

1. When so requested by any board of education or any duly authorized representative or officer thereof, the P. C. T. shall investigate any and all cases of unethical or unprofessional conduct on the part of any certificated person engaged in the service of public education in California.

2. When so requested by a board of education or any duly authorized representative or officer thereof, the P. C. T. shall investigate any case arising under the provisions of the Tenure Act.

## V. Procedure.

1. The board of school trustees or any duly authorized representative or officer thereof, or certificated employee, desiring to present charges against any certificated person employed in the service of public education in California, shall file the same in writing with the chairman of the P. C. T. having jurisdiction thereof. Such statement shall contain:

A. The full name, address and position of the employee.

B. The full name and address of the following:

- (1) President of the board of school trustees
- (2) Superintendent of schools
- (3) Principal
- (4) Name of person or persons filing charges.

C. A full statement of the complaint with all available evidence pertaining thereto.

D. The full names and addresses of any and all witnesses.

E. A request that the P. C. T. shall investigate and report to the board of school trustees on the charges filed.

2. The P. C. T. shall not recommend to any board of school trustees that it shall proceed against any employee under the provisions of the Tenure Act until the P. C. T. has had a conference with the said employee and has made every possible effort to bring about a satisfactory settlement or adjustment of the case at issue, and shall have given to the employee, as

well as to the board of school trustees, full assistance in arriving at such satisfactory adjustment.

3. When, after due and proper investigation the P. C. T. is convinced that the charges against the employed certificated person have been sustained and would justify the board of trustees in proceeding under the Tenure Act to effect a discharge of such certificated employee, a written recommendation to this effect shall be filed with the board of school trustees or with its duly authorized representative or officer, together with such evidence as the committee has obtained, the names of any and all witnesses necessary or essential to establishing the facts in the case, and all facts which in the opinion of the P. C. T. might be of service to the board of school trustees in the prosecution of the case.

4. The P. C. T. shall, at its discretion, dismiss charges which are, in its opinion, trivial or unfounded, and in so doing shall notify the board of school trustees, the employee and the person or persons filing such charges.

5. After a full and thorough investigation of any case the P. C. T. may:

A. Refer the matter to the board of school trustees with a recommendation to the board as to the action to be taken.

B. The P. C. T. may, upon its own initiative, refer the case to the Board of Directors of the California Teachers Association, with a recommendation for action on the part of the California Teachers Association.

C. The P. C. T. may recommend that the case be dropped.

6. A board of school trustees having referred the case to the P. C. T., is not bound to accept the advice or act upon the recommendations. Therefore, all investigations made and action taken by the P. C. T. should be handled in such a manner as not to be prejudicial to the legal rights of the certificated employee on the one hand, or the board of school trustees on the other.

## A. Letter From Lawrence Cobb

June 28, 1932.

I am very much in favor of section 5.404 of the School Code and would only desire to see it eliminated should we arrive at a point where the entire law is degenerated. In my opinion that section is the keynote of the whole situation and to take it out would weaken the structure. However, if we have no other alternative but to eliminate it, I would suggest that the act be amended to provide that a dismissed teacher might, within a certain specified time after the decision, apply to the Supreme Court or to the District Court of Appeal of the Appellate District in which the teacher resides, for a writ of certiorari or review. I would also provide that no new or additional evidence might be introduced, but that the cause be heard on the records of the Board as certified to by it. A review would extend no further than to determine whether:

1. The Board acted in excess of its power.
2. The decision of the Board was procured by fraud.
3. The decision of the Board was unreasonable.
4. If findings of fact are made (and this

should be done), such findings of fact do not support the decisions of the Board.

In order to eliminate the cost to the districts, I would further provide that the courts could, upon discretion, grant a stay pending the hearing of the writ of review. Of course, the details of the proceeding as outlined would have to be worked out.

Another thing that impresses me as being a wise provision would be to give to a Board the right to discipline a permanent teacher by temporary suspension. This plan works out quite well in the professions. Very frequently a lawyer will be suspended anywhere from thirty days to a year. This is also true in the case of policemen and firemen who work under civil service. This would take care of a good, though lazy, teacher, who, by reason of her permanent status, is lying down on the job. I would limit the period of suspension say to one year.

One of the great difficulties which has arisen in connection with the practical application of the law is the hearing before the Board. An amendment could probably be drafted which would provide that the court might appoint a referee or commissioner to rule upon the question of the admissibility of evidence, limiting the per diem to be paid to the referee or commissioner.

The foregoing are a few minor changes I would suggest, although I want it specifically understood that I do not favor the deletion of section 5.404, the alternative suggested only to be used as a last resort.

With kindest regards, I remain

Respectfully yours,

(Signed) Lawrence Cobb, Attorney at Law  
Los Angeles, California.

\* \* \*

#### B. Letter From Attorney General

October 11, 1932.

Section 5.404 of the School Code provides that "nothing in this part shall be construed in such manner as to deprive any person of his rights and remedies in a court of competent jurisdiction on a question of law and fact." The part of the School Code so referred to is Part III, Division V, and embraces Sections 5.400 to 5.491, inclusive.

Included in this Part III are those provisions which have to do with classification of persons in positions requiring certification qualifications, that is sections 5.500 and following, which govern with reference to permanent tenure. Also we have in this Part III those provisions found in sections 5.650 and following, having to do with the dismissal of permanent employees for cause, and the method and manner of preferring charges against such a permanent employee, and giving notice of hearing and having the trial of such person, etc.

Likewise in sections 5.710 and following we have a procedure whenever it becomes necessary to decrease the number of permanent employees on account of a decrease in the number of pupils attending schools, or on account of the discontinuance of a particular kind of teaching service, the governing board of the school district may for such reasons dismiss employees at the close of the school year. If the service is re-established within one year from the time of such discontinuance, the employee so dismissed shall have the preferred right to reappointment.

If the dismissal shall become necessary on account of the decrease in the number of pupils attending the schools of the district, such employee so dismissed shall be the last person engaged in the type of work so discontinued.

You call attention to the case of Saxton vs. Board of Education, decided by the Supreme Court of this state on March 30, 1929, and reported in Volume 206, California reports, at page 758.

This case construed, among other things, section 1609 of the Political Code, Fifth (j), which correspond to what is now section 5.404 of the School Code above referred to.

Section 1609 was repealed in 1929.

In the Saxton case it was held, and particularly under the provision above referred to in section 1609, Fifth (j), that it was within the power of a court to try de novo a teacher who had been dismissed by a board of education on charges, as described in said section 1609 of the Political Code. That is, the court held that it was within the power of a court to determine that the facts as found by a board of education in trying a teacher on charges were erroneously found. In other words, there was no authority in a school board to capriciously and arbitrarily dismiss a teacher who had earned permanent status. Good cause for the dismissal must exist.

In your communication you consider the question of whether the same rule would obtain if this section 5.404 of the School Code is either repealed or amended by eliminating therefrom the words "and fact" where it is provided that nothing shall be construed in such manner as to deprive any person of his rights and remedies in a court of competent jurisdiction "on a question of law and fact." You have reached the conclusion that even though that language was not included in the school law, a teacher who had earned permanent status could not be removed from her position in an arbitrary or capricious manner by a governing board of school trustees. You therefore conclude that there would be a remedy to the teacher by judicial process to review action unlawfully taken by school trustees in so removing such a permanent teacher.

In concur in your views as thus expressed.

Very truly yours,

U. S. Webb, Attorney General  
By Frank English, Deputy

\* \* \*

#### C. Letter From Robert A. Odell

June 22, 1932.

In answer to the questions submitted to me in their order:

1. What will be the status of the teacher so far as protection from possible removal is concerned were "and fact" eliminated from section 5.404?

I assume that you have in mind the possibility of opening the door to the removal of teachers by action of the board which would be influenced by considerations of political expediency, which would in turn depend, it seems to me, upon whether or not the action of the board would be conclusive or beyond the reach of the courts on questions of fact as well as of law. If by the elimination of the words "and fact" from the section, the right of the teacher to a hearing upon any question of fact in a court after dis-

missal is taken away, then the answer to the question is somewhat simplified. It seems apparent, therefore, that the answer depends upon the legal effect of the elimination of those words.

It is a rule of statutory construction that any essential change in the phraseology of a statute would indicate an intention on the part of the legislature to change the meaning of such provision, rather than to interpret it. See 23 Cal. Jur. page 778, section 154, where it is further said:

"So also the elimination of a statutory clause after the rendition of a decision affecting the law is to be regarded as an indication of legislative intent to change the meaning of the law or to obviate objections to it."

Citing *Oakland Paving Co. v. Whittell Realty Co.*, 185 Cal. 113.

It would therefore seem rather clear that the words "and fact" having once been in the law, their elimination, after the decisions in the *Saxton*, *Alexander* and *Hooper* cases supra, would leave little room to doubt that it had been intended by the legislature thereby to remove the right of the teacher to have questions of fact reviewed by the courts.

If it should be held that the elimination of the words "and fact" from the proviso, the only matters which could be reviewed by a court would be questions of law, it seems reasonably clear that a trial *de novo* before the court would not be available to a teacher. This would be true whether it be held that the act as it now stands "gave" a right to such a hearing, or merely that the provisions for a trial before the board, in the absence of the proviso, would have made the decision of the board final except for arbitrary, capricious action and the like.

It is my opinion that those enjoying the status of a permanent teacher may not safely assume otherwise than that their rights would be thus limited by the elimination of the words "and fact."

2. What privilege in court of law might a teacher have in case of appeal from the decision of a local board of trustees were the words "and fact" eliminated from section 5.404?

If these words were eliminated there might be such a construction placed upon the act as to permit a review by a direct action of the teacher in a mandate proceeding or a direct suit for salary as would permit the court to decide questions of law involved in the proceeding before the board in addition to those merely going to the jurisdiction, the question of arbitrary and capricious action and the like. That is, questions as to admission of improper evidence, erroneous rulings, or questions of law affecting substantial rights, and similar matters; but this is somewhat doubtful and it could not be safely assumed that such would be the case.

3. What might be the effect on the Tenure Law if the entire section 5.404 were to be eliminated?

If the entire act were eliminated I have no doubt that the decision of the board would be final so far as review by the court is concerned, except on jurisdictional questions and the ques-

tion of arbitrary and capricious action and the like.

4. Sections 5.650 to 5.665 inclusive, which make up Article II in Chapter VII of the School Code, cover the procedure which may be followed by a teacher rated as permanent who has been given notice of dismissal. Were "and fact" eliminated from section 5.404, or were the entire section eliminated, would the teacher still be protected in right of public hearing with opportunity to present facts and plead his cause before the board of education?

There is no doubt that the teacher would still be protected in the rights enumerated in the question.

What I have said hereinbefore does not, of course, in any manner affect the right of the teacher to appeal to the Superintendent of Public Instruction under the provisions of the act nor to the right of the teacher to reinstatement in the event of the reversal of the decision by that official.

Very truly yours,  
(Signed) Robert A. Odell

D. E. Letters From Alfred E. Lentz

October 13, 1932.

1. There is no reported court decision, nor any opinion of the Attorney General as to whether the amendment or repeal of the tenure law could be retroactive. I believe, however, that the legislature could, if it repealed the tenure law, deprive all teachers possessing tenure at the time of the repeal, of their tenure. I also believe, that the legislature in amending the tenure law could make the amendment effective as to all teachers possessing tenure at the time of the amendment.

The tenure law when enacted in 1921 (Political Code Section 1609) contained the following provision, now found in School Code section 5.404:

"All employments under the provisions of this part shall be subordinate to the right of the Legislature to amend or repeal this Part or any provision or provisions thereof at any time, and nothing herein contained shall ever be held deemed or construed to confer upon any person employed pursuant to the provisions hereof a contract which will be impaired by the amendment or repeal of this Part or of any provision or provisions thereof."

2. There are no reported court decisions in which the question of the incompetency of a teacher has been passed upon. We have, for that reason, no authoritative judicial determination of what constitutes incompetency in a teacher. Nor, for a similar reason, have we any authoritative judicial determination of what constitutes any of the other causes for the dismissal of a permanent teacher excepting unprofessional conduct, which has been defined to a considerable extent in *Goldsmith v. Board of Education* (66 California Appellate 157).

Very truly yours,  
Alfred E. Lentz, Legal Advisor.

October 25, 1932.

Mr. Roy W. Cloud, Secretary  
California Teachers Association  
Dear Mr. Cloud:

I have your letter of October 24, 1932.

On September 30, 1932, you wrote me relative to the request of Mr. Stanger regarding the



elimination of the words "and fact" from School Code section 5.404. I replied under date of October 4.

On October 11, 1932, the Attorney General rendered his opinion No. 8286 holding that the elimination of the words "and fact" from School Code section 5.404, or the total elimination of the section, would not deprive a permanent teacher of protesting against the arbitrary or capricious manner of a governing board of a school district, and that a permanent teacher, if dismissed, would have the right to have the action of the governing board reviewed. I enclose a copy of that opinion. Under the opinion the amendment of School Code section 5.404 by the elimination of the words "and fact" therefrom, or the repeal of the entire section, would permit a review of the action of the governing board dismissing a permanent teacher by a court of competent jurisdiction, but a permanent teacher could not demand a trial de novo, and therefore could not present any new evidence in the hearing before the court. The court would be limited simply to reviewing the action of the governing board, and to a determination of whether or not the board had acted arbitrarily and capriciously.

Sincerely yours,  
Alfred E. Lentz, Legal Advisor.

**F. Letter From Robert A. Odell**

**TANNER, O'DELL & TAFT**

Attorneys at Law

Los Angeles, California

June 22, 1932

In response to your request that I write you regarding certain suggested changes which might profitably be made in the 1931 teachers tenure law, I submit the following:

1. Since there has been much opposition to the present law because there is no age limit to which a teacher may continue to hold his position under the tenure act, which often results in the retention of teachers against whom it would be very distressing to prefer charges or to cause their dismissal on one of the present statutory grounds, such as incompetency or evident unfitness for teaching, it might be well to provide that after a teacher had reached the age of sixty years, his tenure would be from year to year; in other words, he would be deemed to be elected from year to year as now provided in the case of a probationary teacher. This would leave the way open for boards of education to deal with cases where a teacher had given a great many years of service to the system and was possibly unwilling to resign. Under these conditions no stigma would attach to the termination of the service. I believe this would effectively dispose of one quite extensive cause of complaint.

2. If it be deemed advisable to modify the existing tenure law with regard to the permanent employee's rights and remedies in court, without expressing any opinion as to whether such a course should be pursued, may I suggest the following: It seems to me that the chief source of irritation to boards of education and school trustees is that a teacher or permanent employee may, by a proceeding in mandate, nullify the act of the board by the mere commencement of the suit, thus leaving the way

open for the trial of the whole case before the court, at which opportunity is afforded to submit new evidence and to place the cause before the trial judge just as if there had been no hearing whatever before the board. In addition to the fact that the court thus has before it the trial of issues of fact respecting professional questions in many instances, there may be new and additional evidence before the court which would influence its decision and which the board of education or school trustees have never had before them or had any occasion to pass upon; thus resulting in embarrassment to the administrative officials.

On the other hand, in view of the limited remedy which would be open to a teacher were there no right to present the matter to the court on any question of fact, it would seem proper that the scope of an inquiry by the court should be wider than the mere question of the jurisdiction of the board to proceed. This latter might be the only remedy for an employee, if the words "and fact" were eliminated from the present section 5.404; except, of course, that the employee has the right of appeal to the State Superintendent of Public Instruction.

It would seem fair and reasonable that, in so far as proper, the act of the local board should be sustained, if a hearing had been fairly had and there had been no abuse of discretion, arbitrary action or the like.

If it were possible to make a provision by which the Superior Court could review proceedings and correct by appropriate action any substantial errors of the trial board which adversely affected the employee's rights, it seems to me that much of the opposition on the part of boards of trustees would be removed. It may be held, however, that such a provision would be tantamount to a provision for appeal, and of course it has been held that courts have only the appellate jurisdiction given them by the Constitution. The writ of certiorari is limited to questions of jurisdiction appearing on the record. A suit on the contract would be an insufficient remedy, if the words "and fact" were eliminated from section 5.404. I believe it perfectly competent, however, for the legislature to prescribe a rule of evidence and that the section may be properly amended so as to accomplish the suggested change.

Before outlining the specific language which might be added to the section to accomplish this result, may I point out that another exception should be added to that section to cover cases in which the employee has failed to make written demand for a hearing after having been served with notice of dismissal. Take, for instance, the provisions of section 5.651. With section 5.404 standing as it does at present, and given the full effect of its construction in the Saxton and other cases, what is to prevent the employee, after failing to demand a hearing and after the expiration of the school year and the entry of the order of dismissal, from still maintaining an action in mandamus for reinstatement. There is nothing in the law providing that such a dismissal shall be final. And if the whole question of the propriety of the board's action is laid open by the proviso as it now stands, it seems to me the employee may question it at any time within the statutory period of limitation.

(Please turn to Page 34)



Gaining experience in electric wiring for light and power in the home

**S**ANTA Barbara State Teachers College was founded about twenty years ago as a school for the teaching of manual arts and home economics. Since that time hundreds of persons have

been graduated from the school with credentials to teach manual and industrial arts. Those graduates are now found as teachers, supervisors, principals and administrators in the schools of California and other states.

While originally a two year program, the course was later extended to four years, and the B. A. degree with a major in Industrial Education is granted upon its completion.

The degree course is open to persons who have completed the high school course, and who have received from their principal recommendations for either clear or provisional admission to college.

A comprehensive bulletin issued by the Division of Industrial Education at Santa Barbara State Teachers College presents interesting and timely information about the detailed teacher training program in that institution and the philosophy underlying that program.

The following expresses Mr. Ericson's viewpoint in regard to teaching as an occupation, as set forth in the bulletin:

**T**HE time is past when teaching as an occupation was open to any person with some college training who found himself prepared to do

## Industrial Education at a College

E. E. ERICSON, Director, Division of Industrial Education

nothing else, or who failed to get a position in the work for which he was specially trained. Now specialized preparation is expected and demanded for this service as distinctly as for any other of the professional type. And it is well that it should be so for with these new demands has come a new and different evaluation of the teacher and his work.

The public, on the one hand, is realizing that the efficient teacher is worthy of rewards other than the personal satisfaction of rendering sacrificial service.

The teacher, on the other hand, is coming into the work with a background of special training and with the intention of making teaching his life work.

With this intention in mind he proceeds to improve himself further in the service and to elevate the profession in which he is now a definite member.

Students of Industrial Education



Students at Work in the Sheet Metal Shop



A Corner of the Shop



# California State Teachers College

of Industrial Education, Santa Barbara Teachers College

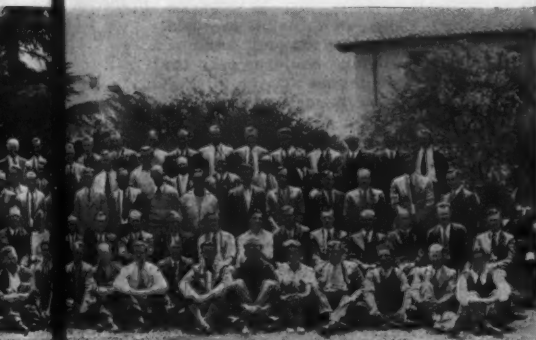
ber. He quits apologizing for being a teacher and takes pride in belonging to this professional group.

While teaching can not now, and probably never will be considered a money-making occupation, it is nevertheless true that the financial remuneration is now more nearly commensurate than it has ever been with the time used in preparation for the work and the service rendered.

It is probably now as good, on the average, as in any similar occupation in time and money in preparation, with a better opportunity at the outset than in most of them.

In industry and business the aggressive person gets promoted and his salary is increased. In teaching the same is true. In teaching shop-work and special subjects particularly, there are many opportunities for the teacher to do more than

Education Santa Barbara Summer Session 1932



Corner of Composing Room



the minimum essentials for holding the job.

Hard work means recognition here as elsewhere. When we are outside looking in upon business and industry, we see the name of the occasional one who gets the big promotion but we hear nothing about the unknown routine worker, who has labored faithfully and long to the exact hours prescribed by the firm, and who is yet a long way from the office manager's or the general manager's position.

But the financial remuneration is not the determining factor. A real teacher finds in the work many other rewards. The following are some of these:

1. A chance to use initiative. Teaching usually involves freedom to use one's own ideas: to organize the work and the means for carrying it out; and to use one's personality in putting over the job.

2. A chance to make human contacts. One who is a natural teacher can not help but get satisfaction from dealing with humanity in its plastic state and being instrumental in shaping the ideas and ideals of youth. In this opportunity lies a large portion of the teacher's reward.

3. A variety in the work. Teaching can never become a monotonous routine job to one whose heart is in the work. There is an endless variety of

(Please turn to Page 48)

A Practical Training Course in Carpentry



E. E. Ericson

(Continued from Page 31)

Parenthetically, I may say that the present provision for an appeal to the State Superintendent, which must be made within twenty days by the employee, is barren of any specific ground for the guidance of the State Superintendent in reviewing the case. The provision is merely that he may reverse the decision of the board or affirm it.

This provision for appeal to the State Superintendent would, on its face, seem to be in the nature of a limitation of the employee's right of action in court, since according to its specific provision he cannot maintain any action in the courts until there has been an appeal decided adversely to him by the State Superintendent. Since an appeal can only be taken after a trial before the board, the restriction imposed by the section would seem to eliminate the possibility of actions by employees who had failed to demand a hearing before the board under the several sections of the act providing for such a demand. If that is the effect, the present law very materially alters the effect of the proviso in section 5.404, and the rule in the Saxton case. Many of the other provisions of the present law fly in the face of this proviso. Whether the legislature intended section 5.404 to be so affected has not been decided by the courts. It is because of the apparent conflict and what might reasonably seem to have been the intention of the legislature by its last enactments that I include exception 1 set forth below. Let section 5.404 be amended to read as follows:

"Nothing in this Part shall be construed in such manner as to deprive any person of his rights and remedies in a court of competent jurisdiction on a question of law and fact; except as follows: 1, that in all cases where it is provided in this Code that an employee may demand a hearing before the governing board on charges filed against him, in the event such demand for hearing is not made by such employee, the dismissal of such employee by the governing board shall be final and conclusive; 2, that in any proceeding in mandamus brought by a dismissed employee to compel reinstatement by a governing board, or in any action by such employee to recover salary or on contract of employment, the governing board shall be entitled to plead and prove that the requirements of sections 5.650 to 5.665 have been complied with by said governing board and that the employee has been dismissed thereunder. If it shall appear in any such action that such employee has been dismissed after a hearing as provided in this Code and in compliance with the provisions thereof, the order of dismissal by such board shall be deemed conclusive evidence of the right of said governing board to dismiss such employee, unless it shall appear from the whole record of the proceedings before such board that the decision of said board was arbitrary or in any material respect unfair, or that there was such an abuse of discretion or erroneous admission or rejection of evidence, or other error in the proceedings as to materially and adversely affect the substantial rights of the employee, in which event the court shall disregard the said order of dismissal as evidence of the right of said board to dismiss such employee."

It may be that in lieu of the foregoing, defi-

nite provision could be made in the act for review by the Superior Court by way of certiorari if it were possible to broaden the scope of that proceeding. I have not yet reached a definite conclusion on that subject, and anticipate giving it further consideration. In any event, it ought to be possible to accomplish the suggestion I had in mind by some practical and constitutional method. As writs of review are ordinarily limited to jurisdiction, there is a question whether the scope of that writ may be broadened by any legislative action. So also the question of whether the scope of the writ of mandate would be broadened. I do not believe it would be by the suggested amendment. Those questions are somewhat complicated and of serious import, since the validity of any change should be as nearly as possible beyond question.

3. It may also be that there should be an amplification of the actual grounds of discharge. I am sure this subject has been rather widely discussed, but I am not aware that any attempt has been made to keep any sort of record or report by school authorities, which would in any way serve as a responsible guide for determining or classifying proper causes of dismissal, other than those now mentioned in the statute, and in fact there has been no such report made or record kept in the case of the statutory grounds.

It would be rather difficult to define any additional grounds of dismissal without having a reliable report from which it could be seen that by reason of the present tenure act the interests of the schools or the public are adversely affected.

In this connection may I point out that since incompetency has been included as one of the grounds of dismissal, that ground may go far toward alleviating the situation. In the case of incompetency or evident unfitness for teaching, it would seem to me that these matters call very largely for professional opinion and would be somewhat in the discretion of the board, so that a court would be very loath to interfere with the finding of a board to the effect that an employee was incompetent. Incompetency would be a much broader ground than either unprofessional conduct or evident unfitness for teaching.

I wish to call your attention to the case of *Goldsmith v. Board*, 66 Cal. App. 157, a proceeding in mandate for reinstatement, where the court discusses the question of unprofessional conduct and goes so far as to say that where the board acts in good faith within the limits of the authority given by law, its power to determine in its discretion what is unprofessional conduct is supreme and its order beyond the jurisdiction of the court to change, criticize or review.

This decision may be somewhat inconsistent with those decisions construing the meaning of the proviso providing for the remedies of an employee in court under the present law, but it seems consistent with reason, and I do not find that it has been overruled.

Theoretically, of course, if, as the Saxton and other cases hold, the entire question is thrown open to the decision of the court, it might seem that the court would have full power to decide on the question of unprofessional conduct. It is somewhat difficult to reconcile the two lines of



authorities; but the reason I am calling this case to your attention is that if such a provision for review as I have indicated were in effect, the Goldsmith case would certainly be good authority to support a decision of a board, if it had been fairly arrived at and none of the errors referred to above had been committed by the board; and it seems to me that the board's judgment on the question of incompetency or evident unfitness for teaching would be within the rule laid down in the Goldsmith case.

In connection with any amplification of the present grounds, I might direct your attention to the report of the California Commission for the study of educational problems, volume 1, pages 91-92.

Trusting that the foregoing will be of assistance to you, I am

Sincerely yours,

(Signed) Robert A. Odell

Following the Report, there was general discussion, but no action taken.

### Legislative Committee

**P**RESIDENT GIVENS as chairman of the Legislative Committee then reported as follows:

During the Superintendents convention the Legislative Committee, members of the State Department, and other members of the California Teachers Association met in San Francisco. We met this morning and went over some of our problems in a combined meeting of the Legislative Committee of the Superintendents Association and the California Teachers Association Committee.

The program that we have outlined is briefly this. We are unanimously agreed that this is a year when we should give very little if any time to any details of legislation. We are facing one problem, the problem of protecting the finances that are mandatory in the Constitution and that our time and energy must be given to that particular problem. Also there is a possibility from the Carnegie Foundation report of a bill being introduced that calls for a re-organization of the State Department of Education along with other bills that are likely to come from that report. This one bill we feel is of particular interest to the California Teachers Association and we believe that we should be in readiness as a Legislative Committee of the California Teachers Association to move to amend that bill to provide that the State Board of Education be an elective rather than a board appointed by the governor. We have no desire to take any action at this Legislature unless a bill is introduced and if it is we feel that it should be amended and fought vigorously.

These two items were the two main items of discussion. There was this other point strongly stressed, that we must as an Association in a united, definite, and active way do everything we can to get all the facts that have to do with this particular legislation before those members of the Assembly and Senate with whom we are personally acquainted and who owe their posi-

tions in the state government to ourselves and our fellow citizens; that we should approach them and give to them all the facts pertaining to these two items before they go to Sacramento.

The Legislative Committee also felt that the question of lobbying should be handled as outlined this morning with very few people and those people giving their time and thought. That briefly is the report.

Discussion on this report lasted until noon, when the Council adjourned to meet again at 1:30.

### Afternoon Session

**I**MMEDIATELY upon reconvening in the afternoon, the President stated that he would entertain motions covering the unfinished business of the morning session.

Mrs. Stephens moved that the President appoint a committee to study the California Teachers Association organization. The motion was seconded and carried.

Mr. Couch moved that the approval of the Council be given to the appointment of a committee to study the re-organization of the State Board of Education, and that the President be empowered to appoint such a committee. The motion was seconded and carried.

It was moved by Mr. Stewart that we approve the recommendation of the Legislative Committee regarding lobbying. The motion was seconded by Mrs. Stephens. Considerable discussion followed. In light of the discussion, the President appointed the following committee to draft a resolution and bring it back for action later. The committee was Park Hyde, chairman, Mrs. Kathleen Stephens, Russell Croad, Mabelle Wilson and William P. Dunlevy.

The President then called upon Frank Henderson, chairman of the Committee on Financing Public Education, for the report of his committee, which follows:

### Financing Education

Your Committee on Financing Public Education recommends to the California Council of Education the adoption of the following resolutions:

1. We, the California Council of Education, recognizing the fact that the continued welfare of public education in California is almost entirely dependent at this particular time upon continuance of the present constitutional and statutory guarantees of school support, therefore consider that all other problems now facing public education and the teaching profession must be subordinated in our legislative program to this most urgent consideration.

2. We reaffirm our belief in the principle of the equitable distribution of the burden of school support and in the necessity for material increase in the share of the support of public education now contributed by this state.

3. Recognizing the increasingly unequal distribution of the burden of taxes for government-

tal support in California and the imperative need, especially during this period, for basic revision of the tax system, we therefore recommend to the members of the California Legislature a program of tax legislation based upon the factual data contained in the current report of the California State Tax Research Bureau.

We further recommend that the State Legislature give immediate consideration to recommendations which have been made repeatedly by the several legislative tax commissions, the reports of which have been filed with the Legislature during the past decade. We strongly urge the enactment of legislation which will correct the major inequalities of the present tax system.

4. The California Council of Education expresses its unalterable opposition to proposals currently made which would result in a material reduction in the funds available for the support of public education. These proposals would inevitably result both in a curtailment of the educational opportunity of an entire generation of California children and in an increase in the already oppressive burden of taxes on common property.

The California Council of Education directs that there be given to the public the factual information now available showing that any reduction in the statutory requirements for state and county school support would require either a considerable increase in district property taxes or, where such taxes are already at the maximum, a drastic curtailment in the total school support available with resulting elimination of absolutely necessary school activities.

5. We reaffirm our conviction that the welfare of the public schools requires the continuation of the present democratic control of public education by school boards selected by the people for this specific purpose. We, therefore, pledge our active resistance to any legislative proposals to transfer control of school district budgets to any other agency.

6. In view of the improvements effected in the educational programs in the rural areas of California through the professional direction afforded by our present system of rural school supervision, we disapprove any attempts to remove this essential service.

Respectfully submitted,

C. R. Briggs  
Ralph W. Everett  
DeWitt Montgomery  
I. R. Waterman  
Will E. Wiley  
C. D. Winship  
Edna H. Young  
A. A. Bowhay, Jr., Secretary  
F. A. Henderson, Chairman

Upon the completion of the report, Mr. Henderson moved the adoption of the resolutions contained therein. The motion was seconded by Mr. Briggs. Discussion followed. Mr. Palestine moved that the last sentence in Resolution No. 3 be eliminated. There was no second to Mr. Palestine's motion. The original motion being put, was carried.

### Administrative Unit

DR. STAFFELBACH then reported as follows for the Committee on the Administrative Unit.

We submit for your approval certain principles:

1. That the committee is convinced by the studies that have been made that blanket legislation covering the entire state is not desirable and that we are opposed to blanket legislation which will fit a plan of organization upon all the counties of the state regardless of geographical or educational needs.

2. The committee believes that there should be studies of each county respecting the kind of administrative organization that should be set up in that county and we submit the idea that studies of this kind carried on by investigations so far should come from within the county and some without the county. The proposal is that we have a state-county survey committee which shall be made up of certain members of the State Department and certain members within the county to be appointed by the Board of Education who is to investigate conditions in that county and make recommendations as to the organization.

3. After these investigations have been made and recommendations made, the final adoption shall be left up to the people concerned within that county.

4. The state should continue its policy of providing bonuses to encourage a better organization of educational units.

5. Instead of having a program of our own, that we attempt to get together with any other body that has a plan and influence them to accept our principles in building their plan.

On motion of Mr. Smith, seconded by Mr. Broadwater, the principles as outlined in the report were approved.

The time having arrived for the consideration of a special order of business, that of the Tenure Committee report, the President called for any further discussion on the report. Mr. Stockton read a proposed change in the report of the committee as it had been read in the morning. After considerable discussion, Mr. Gwinn moved, which motion was seconded by Mr. Geer, that the report be adopted. The motion was carried.

Mr. Couch then presented the following resolution:

"Whereas, the work of the chairman of the State Tenure Committee is by the very nature of the case subject to criticism, and

"Whereas, the study has involved a tremendous amount of time, effort and energy, in research and compilations, and

"Whereas, Chairman K. L. Stockton has

worked faithfully, fairly and fearlessly for the best interests of the group as a whole.

"Therefore Be It Resolved, that we extend a vote of thanks and appreciation to the chairman, and urge that K. L. Stockton at this critical time continue as chairman of the State Tenure Committee."

Signed by the Tenure Committee.

Mr. Couch moved that the Council adopt the resolutions. The motion was seconded by A. J. Cloud and carried.

The special committee appointed by the President to prepare resolutions governing the California Teachers Association representative at the Legislature reported through the chairman as follows:

"The legislative representatives of the California Teachers Association shall consist of the Executive Secretary and such others as are appointed by the presidents of the various sections, from lists previously prepared, upon the advice of the membership of these sections.

"The President of the California Teachers Association shall co-ordinate the activities of these legislative representatives who are representing the interests of the Association."

Mr. Everett moved the adoption of the resolutions. The motion was seconded by Mr. Carrigan.

Mr. Helms moved to amend the resolution so that it would read that "the legislative representatives of the California Teachers Association shall consist of the Executive Secretary and such others appointed by the President of the California Teachers Association with the advice of the presidents of the six sections. The amendment was seconded and carried.

The motion as amended was then put to vote and carried.

Mrs. Georgia Parsons reported as chairman of the Committee on Ethics and Professional Growth as follows:

### Ethics

**M**RS. GEORGIA B. PARSONS of Los Angeles, chairman of the State Committee on Ethics, made a most interesting and helpful report which concluded with the following recommendations:

1. That the State Ethics Committee shall hold a meeting on the Friday preceding the Council meetings; this meeting to be followed by a dinner symposium meeting to which all interested school people are to be invited.

2. A state code of ethics is to be evolved, based on the needs and problems of California teachers.

3. Actual situations in the field are to be studied in order that the code may truly represent actual teaching conditions.

4. Local groups shall formulate their own codes to care for their purely local problems,

which codes are to be in harmony with the state code.

5. A method is to be formulated whereby all of the committee members may contribute their ideas and findings.

S. Edna Maguire  
Edyth Thomas  
E. B. Couch  
Eileen S. Hitchcock  
Gertrude Mallory  
Helen A. Winchester  
O. H. Olson  
Albert F. Vandergrift  
Mabel R. Ellis  
Georgia B. Parsons, Chairman

The adoption of the Ethics Committee reports was moved, seconded and carried.

Mabel Ellis, chairman of the Committee on International Relations, made the following report:

### International Relations

*"After no war previous to the last one has there been such prolonged and intensive effort for peace education. Though it took only a few years for peace talk to fizzle out after both the Civil and Spanish-American wars, today in the fourteenth year following the Armistice the peace movement gathers momentum with the steady constructive work of teachers and educators, editors and school children."*

**M**UCH fine work is now going on in the California schools and daily we hear of expanding activities or new ones being established.

This committee, which came into being last year, has been working along two lines of activity. First, that of compiling lists of agencies and associations furnishing material as help to the teachers, and second, that of co-operating with those in the state who are already engaged in some constructive international projects, helping to disseminate their fine work.

The committee would at this time like to present a few of these activities:

The Los Angeles University of International Relations has this fall issued its first number of a new quarterly, the World Affairs Interpreter. This quarterly contains discussions on current international problems that should be most helpful to groups in the colleges and high schools.

The course of study worked out by the World Friendship committee of Los Angeles, containing units of study for all grades. This has been rec-

ognized all over the country as an outstanding study.

A course in Pacific Relations for secondary schools worked out by a committee from University of California and Stanford. This outline issued without cost to teachers of secondary schools interested in such a course.

The World League of International Education, originating in the Girls' high school of San Francisco, and developed and expanded by Mrs. Alice Wilson, its director. This is an international organization of high school clubs with memberships in many countries. Over 100 high schools of the state have formed international clubs in the League.

Because of our association's affiliation with the World Federation of Education Associations, we recommend that the teachers as individuals be encouraged to join the World Goodwill Legion of the Federation. Beginning with January there will be a monthly bulletin issued to members containing special lessons on international affairs.

The committee recommends that from time to time compiled lists of sources of material be printed in Sierra Educational News.

This committee is prepared to give suggestions for material to those who are interested.

Though some say that we are today only kindergartners in the peace movement, we wonder when going over the various activities of California whether we may not be fairly near the "first grade."

Respectfully,

Albert F. Vandegrift  
Christine Jacobsen  
J. F. Graham  
Harold F. Seal  
Lewis W. Smith  
Mabel R. Ellis, Chairman

Mrs. Stephens moved the adoption of the report. The motion was seconded by Mr. Bird and carried.

Mrs. Eugenia West Jones, chairman, reported for the Kindergarten-Primary Committee that Dr. Staffebach had been carrying on a study of retardation in the first and second grades, and would report for her committee. Dr. Staffebach made a brief report, the full text of his report to be printed later in the Sierra Educational News.

On motion of A. J. Cloud, seconded by Mr. Gwinn, the Kindergarten-Primary Committee report was approved.

Melroe Martin then reported for the Committee on Public Relations as follows:

## Public Relations

To the President and Council:

**T**HE members of your committee on Public Relations have exchanged views by correspondence, and also have held a luncheon meeting today.

They assume that the members of the Council are reasonably well-informed with relation to the present attitude of the public toward the schools, and that the members of the Council realize that the attitude is none too friendly in many quarters, particularly with reference to matters of finance. Hence, the committee will not dilate further upon these points.

The committee then will confine its report at this time to a few major observations.

**First:** Teachers must always remember and never forget that teachers do not own the schools, that the public is yet in control, that all human institutions must be adapted to meet economic storms, and that a display of willingness to assist in re-adjustment will help to preserve whatever is good and destroy whatever is bad.

**Second:** The creation and continuance of a favorable attitude toward the schools is, of course, the fundamental object of a public relations program. From a general point of view a well-developed program of that kind calls both for interpretation of the schools to the public and interpretation of the public to the schools. One phase of that double relationship is equally as necessary as the other.

**Third:** Very many elements enter into this type of program. Newspaper publicity is important, yet it is one item only. The radio; P.-T. A. units; the American Legion and its auxiliaries and other patriotic associations and their affiliated bodies; women's clubs; chambers of commerce and improvement clubs; service clubs,—may be mentioned as indicative of a few of the possibilities lying close at hand as agencies for wise and honest interpretation of school policies and methods to the public.

School people must learn the value of these agencies much more fully than they have done before. The classroom teacher must learn to look quite beyond the four walls of her classroom and see the great public beyond.

**Fourth:** Harmony within and among all groups interested in the cause of public education in California is an absolute pre-requisite to any effective forward-looking plan of the kind under consideration. The Council can be of assistance by listing suggestions and acting as a clearing house on methods which are found



successful. The following are suggestive examples:

a. Copies of illuminating articles in professional and lay journals may be marked and sent to legislators, members of boards of supervisors, school trustees, clergymen, service clubs, P.-T. A., and farm bureau officials, as well as other community leaders. Similarly, bulletins and other educational material may be distributed at public meetings of various sorts.

b. Lay committees of public spirited citizens may be organized for the purpose of making a study of school problems and thereby correcting numerous and sundry misunderstandings and of gaining a better insight into and spreading truer information regarding the work of the modern school. School people cannot do it all alone. Moreover, if all explaining is left to school people, the idea of propaganda begins to gain currency in the community.

c. Avoid controversial issues such as teachers salaries and finance. Try to give the people an enlarged and more accurate understanding of what the schools are doing, why they are doing it and how well they are doing it. What the public needs is more interpretation and less publicity, more light and less noise and heat.

d. Use the mighty modern force—the radio. The fine experiment carried on by Florence Hale, former president of the N. E. A., is a good illustration of the effectiveness of this means of reaching the public with the school message.

Another illustration is had in a plan recently developed by the four bay cities: Berkeley, Oakland, Alameda and San Francisco. Through joint action, and with the use without charge of the facilities of the National Broadcasting Company, those four cities carried on over an eight weeks period this fall, a series of radio lessons for the benefit of children, teachers, and general public.

These lessons were preceded by radio talks given by Superintendents Smith, Givens, Paden and Gwinn. It is felt that much good came out of the enterprise and also that much is yet to be learned about the best ways of conducting educational talks over the air. It is probable that a modified plan will be put into effect early next year by the same cities.

**Fifth:** When all is said and done, a real functional program of public relations, whether on a small or large scale, must be centralized in the hands of persons technically competent. The scattering of responsibility, or the dividing of responsibility, defeats the aims of the program. Source materials, it is true, should and must be developed in the field—that is, among teachers

and pupils—but the final form of translation to the public must be in line with general policies, and hence must be handled by persons closely familiar with those policies. If those persons have had direct experience in the many and varied forms of community contact, and also have the professional school point of view, the ideal combination is realized.

The committee submits these observations with the suggestion that they be carried back to the local professional groups and organizations, for information and guidance and further, the committee recommends that the Board of Directors give consideration to the organization of a public relations department for the accomplishment of the purposes set forth in this report.

#### Respectfully submitted,

Emmett Clark  
A. O. Cooperrider  
Miss Blanche L. Davis  
Clarence W. Edwards  
R. R. Hartzell  
Miss Ella C. Hickman  
Mrs. Hortense A. MacKeever  
Melroe Martin, Secretary  
Mrs. Agnes W. Meade  
John A. Sexson  
A. Haven Smith  
Ray Atkinson  
A. J. Cloud, Chairman

#### Addenda From the Public Relations Committee's Luncheon Meeting

**T**HE committee members and others present at the luncheon believed that machinery should be set up by the C. T. A. for the purpose of transmitting to school administrators and teachers organizations throughout the state news clippings, bulletins, information of how things have been done in various communities, and optimistic school news. Many excellent things lie buried in a single community.

Mrs. MacKeever of the Affiliated Los Angeles Teachers Association stated that they were setting up machinery to:

1. Catalog all meetings to the end that school people might be present either for listening or discussing;
2. Distribute bulletins to teachers;
3. Install clipping service;
4. Encourage memberships by teachers in outside groups (non-educational organizations).

Concerning newspaper publicity, Mrs. MacKeever stated that their object was to avoid the ballyhoo type of publicity and not to have printed anything that pertained to teachers alone. Also, that they felt neighborhood papers were the best method to reach the parents.

Mrs. Jenkins of Pasadena stated general criticisms of school publicity was that school

people dealt in generalities, that publicity should be specific and that changes in the curriculum and school methods reached the public best through anecdotes, personal experiences, etc.

Mr. Lentz of the State Department stated that there was extant in the minds of many people two difficulties concerning schools.

1. The schools would not take the public into their confidence;

2. When the public timidly made a suggestion, school people left an impression that the suggestions were not acceptable.

A former school teacher not now engaged in the work strongly emphasized the value of filtration of interest in teachers and school problems brought about by membership of teachers in clubs, lodges, and community organizations.

Upon completion of the report, Mr. Martin moved its adoption. The motion was seconded by Miss Hitchcock and carried.

The Research Committee, by its chairman, J. H. Bradley, reported as follows:

## Research

**Work of Committee in the Past.** The Research Committee of the Council of Education has been in existence nearly two years, and has tried to be of service in the following ways:

- (a) We have tried to gather brief summaries of research studies made by research agencies throughout the state supplementing the efforts of Phi Delta Kappa and the California Society of Secondary Education. Reports of the studies we have gathered have been printed from time to time in the *Sierra Educational News* in a manner similar to that of the reports of the Society of Secondary Education in their October Quarterly.

- (b) Our committee offers its co-operation in any way that it can be helpful to the other committees of the Council of Education. Dr. Elmer Staffelsbach, a member of our committee and Research Director for the Board of Directors of the California Teachers Association, has both assisted other committees in their research studies and made research studies on his own initiative for the Board of Directors and for the committee.

- (c) Our committee seems limited in their opportunity to co-operate and assist other committees of the Council of Education in that they have little or no contact with the deliberations of those committees. Last April, our committee recommended that its membership be re-organized so that one member of each committee of the Council of Education be ex-officio a member of the Research Committee. That would bring us in contact with their deliberations and facilitate co-operation. If the Council of Education desires its Research Committee to render further or enlarged service in co-operation with the other committees, we renew our request for the

re-organization of our committee in such a way as will put us in contact with their deliberations.

- (d) It has been the thought and plan of the Research Committee in the past that they would act as a clearing house agency for gathering and making available the brief summaries of research made in California and elsewhere. We understood that it was not possible for the state office to have a budget sufficient to perform this clearing house service there.

2. **Additional Recommendations of Committee.** Our committee now recommends that the Council of Education go on record recommending to the State Department, the Legislature, and through them to the State of California that the research office of the State Department of Education be given sufficient budget and be permitted to serve as this clearing house of information on research studies, and also to offer real leadership in the field of research to the end that the research agencies in the near future will be directed in their efforts to those studies that will render a maximum of assistance to the school systems in California in meeting the present problems of reconstruction.

**O**UR committee further recommends that research agencies of the state, wherever opportunity will permit, make studies into the following fields or problems:

- (a) State-wide studies on elementary, secondary and college levels of the administrative assignment of teaching service. Medians of practice in various subject fields would be helpful to the administration.

- (b) State-wide study of the administrative assignment of building service, or building loads. Perhaps much economy could be effected in this field if standards were determined and practices were known.

- (c) State-wide studies of the relationship of equipment and instructional materials to pupil success to the end that the administration will know the approximate point at which curtailment will not be economy.

- (d) State-wide study to reveal some of the best practices or techniques used by schools in promoting intelligent economies.

- (e) State-wide studies to reveal some of the best practices of schools in carrying out a program of diagnostic testing and remedial teaching in various subject fields to overcome specific learning difficulties.

- (f) State-wide studies to determine what constitutes a minimum acceptable program and technique that will determine the financial needs to support it.

- (g) State-wide studies to reveal some of the best practices of schools in curriculum construc-

tion and readjustment to meet the demands of present contemporary life.

(h) State-wide study by some appropriate agency, after which action or leadership in action be supplied through some appropriate organization, to the end that the number of professional organizations in which paid membership is being asked of educators be materially reduced, and that the work sponsored by such be properly co-ordinated and integrated into the work of the one or a few professional organizations that should take the place of the many that exist now.

Signed by the Research Committee:

J. H. Bradley, Chairman  
Dr. J. C. Almack  
George E. Bettinger  
Dr. Virgil E. Dickson  
George C. Jensen  
Mrs. Agnes W. Meade  
Walter E. Morgan  
Dr. Lewis W. Smith  
Dr. E. H. Staffelbach

Mr. Bradley moved the acceptance of the report, which motion was seconded by Mr. Henderson, and carried.

George C. Bush reported as chairman of the Teacher Employment Committee as follows:

### Teacher Employment

IT is practically impossible to secure accurate data as to the number of teachers in the state who need and are seeking employment. The sources of information concerning unemployment are not such as to afford exclusive data on the teachers out of work.

The figures frequently overlap since they are compiled from the records of the various placement offices and teachers often register in several places. It is one thing to report the findings as to unemployment, but the important

thing is to find remedies for the serious situation which the findings reveal.

The Committee confesses its inability to do more than offer suggestions for reducing the number of unemployed or for preventing at least an increase in this number.

The various appointment secretaries of the state give discouraging reports on the situation. They agree that the number of teaching positions has been greatly reduced for this year, but their estimates as to the percentage of reduction vary from 3% to 20%.

Mrs. May L. Cheney, appointment secretary at University of California, Berkeley, found by careful counting and checking of the October reports of all the high school principals of the state that there are 1166 fewer employed high school teachers this year than last, a reduction of 6%.

A study of the teachers directories of Los Angeles county for 1931-1932 and 1932-1933 reveals a reduction in the number of certificated elementary employees outside of the ten chartered cities from 1862 to 1600, or 14%.

An effort was made to secure similar data from a large number of the larger cities of the state. Figures were secured from the following places:

|             |                |
|-------------|----------------|
| Alhambra    | Pomona         |
| Bakersfield | Riverside      |
| Burbank     | San Bernardino |
| Fresno      | San Diego      |
| Glendale    | San Francisco  |
| Los Angeles | San Jose       |
| Oakland     | Santa Ana      |
| Pasadena    | Santa Barbara  |

Santa Monica

Summarized they show the following:

|           | Total Number of Certificated Employees in System |          |                   |           |
|-----------|--|----------|-------------------|-----------|
|           | High School                                      |          | Elementary School |           |
|           | Day  | Night    | Day               | Night     |
| 1931-1932 | 9,624.15   | 1,485.50 | 11,018.93         | 47.00     |
| 1932-1933 | 9,182.89   | 1,569.00 | 10,520.98         | 4.00      |
|           |  |          |                   | 21,276.87 |

|   | H. S. Elementary School |      |      |       |           |      |             |      |          |             |
|---|-------------------------|------|------|-------|-----------|------|-------------|------|----------|-------------|
|   | Administrators          |      |      |       | Teachers  |      |             |      | Teachers |             |
|   | Total                   | M.   | W.   | Total | M.        | W.   | Total       | M.   | W.       | Total       |
| Chico State Teachers College.....       | 68                      | 0    | 0    | 0     | 9         | 12   | 21          | 12   | 35       | 47          |
| Fresno State Teachers College.....      | 160                     | 0    | 0    | 0     | ....      | .... | 40          | .... | ....     | 120         |
| Pomona College .....                    | 98                      | 0    | 0    | 0     | 31        | 50   | 81          | 0    | 17       | 17          |
| San Diego State Teachers College.....   | 80                      | 0    | 0    | 0     | 2         | 1    | 3           | 1    | 76       | 77          |
| San Francisco State Teachers College..  | 88                      | 0    | 0    | 0     | 0         | 0    | 0           | .... | ....     | 88          |
| San Jose State Teachers College.....    | 350                     | 9    | 1    | 10    | 40        | 45   | 85          | 18   | 237      | 255         |
| Stanford University .....               | 225                     | 40   | 7    | 47    | 81        | 93   | 174         | 0    | 4        | 4           |
| University of California, Berkeley..... | 286                     | 0    | 0    | 0     | ....      | .... | 281         | .... | ....     | 5           |
| University of California at Los Angeles | 1022                    | 0    | 0    | 0     | 137       | 430  | 567         | 11   | 444      | 455         |
| University of Southern California.....  | 550                     | 25   | 0    | 25    | 205       | 205  | 410         | 0    | 115      | 115         |
| Occidental College .....                | 30                      | .... | .... | ....  | ....      | .... | ....        | .... | ....     | ....        |
| <b>Totals.....</b>                      | <b>2957</b>             |      |      |       | <b>82</b> |      | <b>1062</b> |      |          | <b>1153</b> |

"How many unemployed teachers are there in California?" is a question frequently asked. There have been various estimates given, ranging from 4000 to 10,000, but the Committee believes that the former figure more nearly represents the true situation.

The table on page 41 shows the total number of **unplaced** teachers registered with the appointment secretaries of the teacher-training institutions.

The placement bureaus of the California Teachers Association at Berkeley and Los Angeles report that they still have 3511 teachers who have **not** been placed. Just how many of these teachers are also registered with the appointment secretaries of the teacher-training institutions is not known but probably not less than 50%. Hence it **cannot** be said that we have a record of 6468 unemployed teachers, this being the sum of those reported in tables I and II.

The Committee makes the following recommendations:

1. That renewed effort be made to abolish the county examination as a method of certifying elementary teachers.
2. That the teacher training institutions be commended for adopting more highly selective methods of admitting students seeking training as teachers, to the end that better teachers may be produced and at the same time the number of credentialed graduates may be decreased.
3. That under the present emergency employing boards and administrative officers give preference to teachers trained in California and that extent and quality of training be given more consideration in the selection of teachers.
4. That employing boards and administrative officers be very cautious in the matter of reducing budgets through reduction in the number of classroom teachers, to the end that the education of the boys and girls of today may not bear the burden of an economy program.
5. That the State Council appoint a committee to investigate the possibility of the establishment of an unemployment fund or of employment insurance, along the lines of procedure adopted in industries.
6. That those teachers now holding both day and night school positions vacate one of these positions in the interest of the unemployed teachers, at least during the present emergency.
7. That the teachers organizations in communities which have not already done so, organize for local unemployment relief.

Committee on Teacher Unemployment  
George C. Bush, Chairman

Upon the completion of the report, Mr. Bush moved its adoption. The motion was seconded by Mr. Couch and carried.

The President then called upon Sam H. Cohn, Deputy Superintendent of Public Instruction, for a message from the State Department of Education.

#### Remarks by Mr. Sam H. Cohn

Mr. Cohn spoke as follows:

"Mr. President, Members of the Council. It is rather embarrassing to attempt to fill the shoes of someone else, particularly such a dynamic optimist as Mr. Kersey. I cannot bring you the type of message that I know he would bring you. I do feel that there are some things which we have discussed and which are common to both of us that I can bring to you. I don't know of anything which would have been more heartening to him than to have witnessed the counselings of this organization today. There has not been a time so far as I can recall in the last ten years when there has been so much effort on the part of all parties representing different interests in the Council of Education to accept your President's leadership and get behind it regardless of individual opinions. I think that is the most promising and hopeful thing we can find today. It is highly encouraging.

"We are all of us prone, I think, to accept things at their face value. We take the lowly dejected mule at face value until we meet his heels. We take reports that come to us at face value without examination. I am mentioning this because you have been receiving many rumors through your public press purposely sent out. You will receive reports on various other things. There is nothing so important as in the seeking and determining of the truth. The heart and soul of California is still golden. Do not let yourselves become alarmed. The people of California are going to protect their schools.

"I think we are just as safe as we have ever been. But we must recognize that we need more and more a type of courage that will allow us to do with less if we must but to keep our ideals no matter at what cost. We must not in our own individual situation forget our primary duty which is to the state and to the children of the state. We cannot allow ourselves to come to our re-organization through the same channels that Russia is attempting to urge in her organization. And unless we maintain firmly the public school system, we won't be worried much about any form of taxation even in our lifetime. We must put our petty troubles aside to maintain the state and the nation. You and I must see that what comes out is clean, and what comes out is wholesome and nothing goes therein to destroy the initiative of youth and the soundness of adult reasoning and thoughts.

"There are only two peoples that I know of that are not able to govern themselves. One is the Jewish nation, and I won't mention the other because I don't want to start an argument. But I do want us to feel this, that there are times when it is better to die for principle than to live for compromise, but we must be sure that the



principle is worth it. We as public servants must measure the times and measure our safety as viewed from the condition of the rest of the world. We cannot be insular either as individuals or as a people and we must fill our responsibilities in each community in which we live. We cannot say that our duty rests in the school room and that we cannot be responsible for the activities around us. As part of each community, we must see that we do bear our bounden share. And to me, our greatest responsibility is to clean our own profession and not have it done for us. We assume too literally the shortcomings of those in our system as long as they don't reach us as individuals. As long as this is to be a holy calling, we must see that it is kept righteous. And it is our responsibility, not the public's, to clean our own house.

"The State Department recognizes that it has a greater responsibility than to represent the teachers. It does represent the teachers with the greatest joy and happiness, but the State Department is concerned as well with the state which means the children. So long as your organization exists it will have the whole-hearted support of the State Department in all those measures which the State Department can feel that it can strongly support. Any difference of opinion merely means that we have looked at the shield from different sides."

The President extended the thanks of the

Council to Mr. Cohn for his splendid message. The Chair then called for any unfinished or new business.

Mrs. Eileen Hitchcock reported that the Los Angeles Division of the Federated Women's Clubs had adopted and sent to the State Superintendent of Public Instruction the telegram published below.

Mr. Couch moved that the telegram read by Mrs. Hitchcock be made a matter of record in our minutes. The motion was seconded by A. J. Cloud and carried.

Mr. Garrison moved that it be the sense of this body that we heartily endorse the procedure as outlined by the chairman of the Legislative Committee with regard to the support of Amendment 16 and that some effective organization be set up by the executive office to the end that information shall be given to our legislators and to the public in regard to these facts. The motion was seconded by Mr. Farris.

Mr. Couch moved to amend that we arrange for state-wide definite organization for getting information to the public concerning the schools. The amendment was seconded and carried. The motion as amended was put to vote and carried.

Mr. Hyde moved that our Board of Directors be empowered to draw a strong resolution protesting certain statements made by William John Cooper over the radio, said resolution to be sent to Mr. Cooper, and copies sent to Dr.

## California Women's Clubs Support Education

**A**CTION that will likely be far-reaching in its effect was taken by the Executive Board of the Los Angeles District of the California Federation of Women's Clubs on November 30, 1932.

A motion unanimously adopted authorized a telegram to Superintendent Kersey committing that body to loyal support of our education program.

That action indicates a trend of thought which it is believed will spread if information is furnished our patriotic and public-minded citizens.

Many citizens of our state are beginning to realize the effect the drastic curtailment of school opportunities which has been proposed by certain of our fiscal groups may have on the lives of our young people. Copy of the telegram is:

*The Honorable Vierling Kersey  
State Superintendent of Public Instruction  
Sacramento, California*

**W**E wish you to know that we uphold the public school system of California as an established American institution; that we believe that the public education of the child is essential to the continuance of our civilization and stability of government; that we will use our influence to support the laws which now exist to protect public education and that we support you in your present educational program.

**EXECUTIVE BOARD  
Los Angeles District of California  
Federation of Women's Clubs.**

Ray Lyman Wilbur, to President Herbert Hoover, and to the National Education Association. The motion was seconded by Mr. Couch and carried.

A. J. Cloud presented resolutions from two schools in San Francisco concerning the Chicago school situation. Mr. Cloud moved that these resolutions be referred to the Board of Directors of California Teachers Association with the suggestion that the Council is interested in having the National Education Association exert its good offices on behalf of the teachers of Chicago.

There followed some discussion, Mr. Cloud's motion receiving no second. Mr. Cloud then moved that the resolutions be referred to the Board of Directors for consideration and action, which motion was seconded by Mr. Williams and carried.

Mr. Everett moved that the President be authorized to appoint a committee of three to consider a proposal of membership in the California Federation of Civil Service Associations and report back to the Board at its February meeting. The motion, seconded by Mr. Couch, was carried.

#### Mr. Highfill's Committee Report

Mr. Highfill, as chairman of a committee of the Southern Section, presented the following:

"We propose and recommend that the constitution of the California Teachers Association be changed so that the members of the Board of Directors shall be elected as follows:

"1. Each of the six sections in the state shall be entitled to one member on the Board of Directors for each 4000 C. T. A. members or major fraction thereof: Representation shall be based upon the official membership record on the first day of February of each year. Provided further that each section shall be entitled to at least one representative on the Board.

"2. That at least one-half the number of representatives from each section on the Board of Directors shall be classroom teachers. Provided further that any section which is entitled to only one representative shall elect a classroom teacher.

"3. Nominations shall be made at the last meeting of each section next preceding the election, at which time any section may by a two-thirds majority vote to suspend the provision in regard to required number of classroom teacher representatives on the Board of Directors for that year for that particular section.

"4. That the President of the Board of Directors of California Teachers Association be elected by the State Council."

Mr. Highfill moved the adoption of this report. The motion was seconded by Mrs. Smith.

Mr. Palestine moved, which motion was seconded by Mr. Henderson, that this report be referred back to the Southern Section Council for recommendation to the State Council.

Mr. Gwinn moved as a substitute motion that the matter be referred to the committee that has been constituted by the State Council to study this question. The motion was seconded by Mr. Rhodes. The substitute motion was carried.

No further business appearing the meeting adjourned.

### Proposed Re-organization of the State Department of Education

1. The Report of the California Constitutional Commission, submitted to the Governor of California on December 29, 1930, recommends an elective State Board of Education consisting of one member from each congressional district, elected for terms sufficiently long to insure continuity of policy, this Board to appoint a Director of Public Instruction whose salary and term of office would depend upon the pleasure of the Board.

2. The Report of the California Commission for the Study of Educational Problems, submitted to the Governor on January 5, 1931, recommends that the candidates for the State Board of Education be nominated by the Governor and elected by the people, that the Superintendent of Public Instruction be made an appointee of the State Board of Education, and that his salary be fixed by that Board with the approval of the Department of Finance.

3. The Report of the Carnegie Foundation for the Advancement of Teaching, submitted to the Governor on June 24, 1932, recommends that the State Board of Education consist of eleven members, ten appointed by the Governor with the consent of two-thirds of the Senate for terms of ten years each, two to be appointed each biennium, the eleventh member to be ex-officio President of the University System, and that the chief officer of the State Board of Education be an appointive Commissioner of Education chosen by the State Board of Education and serving continuously at its pleasure.

4. The 1933 Yearbook Committee of the Department of Superintendence of the National Education Association has in preparation a chapter dealing with "State Leadership in Education." This study shows that at the present time there are, including the territories, thirty-three State Superintendents elected by popular vote, seven appointed by the Governors, and ten appointed by State Boards of Education. This study also shows that the median tenure of office of State Superintendents appointed by the Governors is also three years, and the median tenure of office of those appointed by State Boards is ten years. The reports shows that most of the progressive states in the nation have their State Superintendents or Commissioners of Education appointed by State Boards of Education and serving at the pleasure of those Boards.

(Please turn to Page 60)

## The Tenure Question Again\*

JOHN C. ALMACK, *Stanford University*

TENURE was again the subject of outstanding interest at the recent meeting of the Council of the California Teachers Association at Los Angeles. Since the last session of the legislature, the tenure committee under the able chairmanship of K. L. Stockton of Huntington Park, has studied the question carefully. It has sought the freest expression of opinion from members of the teaching profession as to the future program.

After the April, 1932, meeting of the Council, a tentative report of the committee was published in *Sierra Educational News*, the purpose being to obtain the views of members of the Association to the proposals. With one exception, the committee's suggestions were approved. That exception had to do with Section 5.404. The inquiry of the committee was directed to the desirability of amending this section by dropping out the term "and fact." The responses generally indicated a belief that this term should by all means be kept in the law.

The sentiment of the teacher group on the modification of the existing tenure law was further checked in November 1932. On the first day of the month a questionnaire was mailed out to approximately 30,000 teachers. About 10,000 responded to this inquiry. Some four-fifths were opposed to "modification" of the present law.

One or two comments may be made about this ballot. In the first place, the returns indicated the judgment of groups, not of individuals polled independently. In the second place, no one can tell whether the term "modification" meant the same thing to all groups. Perhaps to most it meant "significant changes." Furthermore, the writer is unable to say whether or not the vote represented a fair sampling of teacher opinion on the subject of modification.

Two conclusions, however, seem fair. In the first place, the members of the Association are opposed to such fundamental changes in the law as would result from omitting the term "and fact"; and second, they are not opposed to such minor changes as will improve the administration of the law without infringing upon the essential principle. It appears that the report of the tenure committee is built upon the soundness of the assumption just stated.

\*This article was written at the request of the Chairman of the C. T. A. State Committee on Tenure.

The committee "platform" consists of four planks:

1. The California Teachers Association should support the existing law without radical changes.
2. The term "and fact" should be retained in the law.
3. Professional groups should be organized to co-operate in the effective administration of the law to the end that security of position be preserved for good teachers and incompetent teachers weeded out.
4. A committee should be appointed to work with the state association of school trustees in maintaining tenure principle and in promoting more effective administration of the law.

The likelihood of an effort to amend the present tenure law at the next session of the legislature was frequently mentioned at the convention. In order to provide a means for meeting this contingency, the committee asked the Council to consider what minor changes might be made which would facilitate administration without impairing the basic principle of adequate protection for deserving teachers. The result was the approval of six provisions which it was thought might enter into a compromise agreement. The sixth merely makes clear an obscure statement in the law, without changing its character. The other five may be summarized as follows:

1. Permits annual contracts after the age of 65, and makes retirement compulsory at the age of 70.
2. Defines certificated employee as one who carries a standard teaching load in day service.
3. Permits suspension of teachers "obviously mentally or physically incompetent" while their status is being determined, but protects sick leave and retirement benefits.
4. Adds "criminal dishonesty and gross unprofessional conduct" to the list of causes for which teachers may be dismissed.
5. Defines employee who is entitled to permanent classification as "certificated" instead of "every employee" as does the old law.

The writer sees no objections to these modifications. The first three and number five seem to be desirable, provided the law is properly drawn so as to leave no loophole for its evasion. There is doubt as to whether number four really strengthens the law when it comes right down to putting it into effect. The term "incompetency" now in the law seems to cover everything necessary. Nevertheless, the inclusion of these two additional terms is fine evidence that the teaching profession expects to enforce a high

standard of conduct and keep itself above criticism.

**T**HE committee appended two types of documents to its report. One of these is a detailed plan by which professional groups may aid school boards in realizing the intent of the tenure law. Under this plan, professional tenure committees are to be established by the Association; their function is to be that of investigating any and all cases of unethical and unprofessional conduct on the part of any certificated teacher in active service; and "any cases arising under the provisions of the Tenure Act, when requested to do so by a board of education or its authorized representative."

The other documents contained legal opinions concerning the effect of eliminating "and fact" from the existing law. On this point, Mr. Cobb of Los Angeles declared that "Section 5.404 . . . is the keynote to the whole situation and to take it out would weaken the structure."

This view was confirmed by Robert Odell, who said: "If the entire Section 5.404 were to be eliminated . . . I have no doubt that the decision of the board would be final so far as review by the court is concerned, except on jurisdictional questions and the questions of arbitrary and capricious action and the like."

Mr. Lentz expressed the opinion "that the legislature could, if it repealed the tenure law, deprive all teachers possessing tenure at the time of the repeal, of their tenure." He also cited an opinion of Attorney General Webb to the effect that the elimination of "and fact" would prevent a teacher who was dismissed from demanding a trial de novo, and from presenting any new evidence before the court.

**T**HE final communication from Mr. Odell was significant in its implications. He suggested that in his belief "much of the opposition of boards of trustees would be removed" if the Superior Court had the right to review and correct any substantial errors made by the trial board, assuming the writer infers, that the words "and fact" were out of the law.

He calls attention to a provision in the present law which has not been tested in court, which may have the effect of materially altering Section 5.404. This is the provision which requires a teacher who is dismissed to appeal to the State Superintendent before going to court. If she omits the hearing before the board, she cannot appeal to the State Superintendent, and until her case has been reviewed by the State

Superintendent, she probably has no right to go to court.

Mr. Odell emphasizes the importance of "incompetency and evident unfitness for teaching" as basic causes for dismissal. "It would seem to me," he says, "that these matters call very largely for professional opinion and would be somewhat at the discretion of the board, so that a court would be very loath to interfere with the finding of the board to the effect that the employee was incompetent." This view is in accord with the decision of the court in the Goldsmith case.

The writer has been deeply impressed by the effort of the tenure committee to deal with this important and delicate problem on a professional basis. It has, in his opinion, been eager to get at the vital facts involved, and to afford every opportunity for the teachers to express their views and wishes on the matter. In its final conclusions it has been actuated by one motive only: to do what is best for the teachers and the schools. It deserves the thanks and good will of us all.

\* \* \*

## American Legion Speaks:

**W**HEREAS: The American Legion believes in public education at public expense for every child; and

Whereas: The Department of California believes that the children of this state should continue to receive the educational opportunities offered under existing state legislation; and

Whereas: Any attempt to reduce the sum now provided by the state or change in the present laws affecting education would deal a direct blow to the children of the state, and jeopardize our whole public educational structure; and

Whereas: Any move that would reduce the age limit for public education would throw thousands of additional youth on an overcrowded labor market; and

WHEREAS: There are several movements proposing reduction of state support to the public school system of California; therefore be it

Resolved: That the American Legion, Department of California Executive Committee in meeting December 11 favors the vigorous support and continuance of the existing laws providing state financial aid for the public schools of California.



## Schools Are Breaking Down

**A** WARNING against the threatened breakdown of educational standards throughout the country and a plea for the return to school of children now competing in the labor market was recently made by Dr. Mary E. Woolley, president of Mount Holyoke College.

Over three million children 7 to 17 years of age are **not** enrolled in school and over two million boys and girls of this age are gainfully employed at a time when ten to eleven million adults are in desperate need of work.

The removal from industry of children under 16 years is urged as essential to present economic improvement. Raising the age at which children may leave school and strengthening of vocational and guidance programs are also recommended.

While it is definitely recognized that close economies in governmental expenditures are essential in such times as this, indiscriminating cuts in school budgets are condemned.

The present depression is the first one in which support for the schools has been generally curtailed.

Reports from individual counties in 36 states indicate that antiquated systems of raising school revenues, coupled with drastic cuts in appropriations are rapidly lowering the efficiency of our educational system. School terms are being radically reduced all over the country. Some schools have not opened this year, or are operating for only a few weeks.

Teachers salaries have been cut as much as 50%. In many cases teachers have been unpaid for months. Attendance enforcement is weakened. Vocational training is curtailed. Guidance and counselling work is eliminated. Teaching loads are increased 10% or more. Necessary expenditures for equipment and building programs held up.

In spite of the tremendous need for stretching educational budgets to care for boys and girls who should remain in school instead of competing in the labor market, school work is being curtailed sharply, often

at the very points which most vitally affect the needs of adolescent children so that they are, in effect, being thrown into the labor market.

**O**THERS who signed the statement include Felix Adler, founder of the Ethical Culture Society, John Dewey, Rev. Edward L. Israel, chairman of the social justice commission of the Central Conference of American Rabbis, Professor Samuel McCune Lindsay of Columbia University, Joseph Rosier, president of the National Education Association, and Rev. John A. Ryan of the National Catholic Welfare Conference.

While there must be economies in governmental expenses in such a time as this, economies in school budgets are touching a vital subject and should be planned with extreme care. Where possible they should be restricted to the elimination of unessentials. Where further cuts are unavoidable it is urged that they be **not** concentrated on services to older children, thereby tending to throw on the market a flood of cheap child labor and to add to existing unemployment. Rather should such economies be wisely spread.

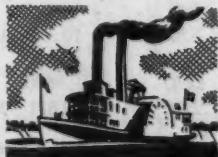
If order is to replace chaos in our economic life it is of the highest importance that our children of today should have the right preparation to take their part tomorrow in the life, labor and politics of their time.

More, rather than less, schooling is requisite not only as an immediate relief for the overcrowded labor market but as an aid in preparing young people to qualify for types of work that are more than footless routine when times are better.

Instead, school terms are being drastically shortened and teaching forces curtailed, attendance work is being reduced, or even cut off, vocational training and guidance programs are being suspended and buildings essential to house increasing school populations are remaining unbuild.

The consequence is that, in spite of reported increase in enrollment in high schools and vocational schools where available, children who should remain in school and receive further training for future and larger responsibilities, are pouring out of school ill-prepared for worthwhile jobs.

They are crowding into an already congested labor market and making it even more



difficult for adults to secure work. This situation is a menace to our national well-being.

In view of its seriousness, we earnestly appeal to leaders everywhere to join in pressing toward the achievement of the following ends which are essential both to present economic improvement and to future progress:

1. The removal from industry of children below 16 years of age.

2. A higher age for school leaving, better organized attendance service, and, where needful, the provision of scholarships and relief to replace the child's earnings.

3. The promotion of effective vocational training and guidance programs in the schools.

4. The maintenance of educational standards and vigorous defense of the schools against unwarranted or injudicious cuts in funds.

\* \* \*

A. G. Grant, district superintendent of Siskiyou union high school district, reports that the faculty of the Mount Shasta high school has the professional honor of being the first to attain 100% membership in both the California Teachers Association and National Education Association.

## Industrial Education

(Continued from Page 33)

approaches and responses which will keep the teacher alive. In the shop and laboratory this variety is further multiplied, and the teacher's day can never seem too long.

4. Opportunity for outside contacts. The traditional idea that the teacher is a shut-in and has no chance for social or other contacts outside of school is probably no more true than the teacher makes it true. There are ample outside associations that may be formed and that should be formed, and the teacher can find time and opportunity to make such contacts.

5. Continuous employment. Very few occupations are so little dependent upon business, economic, political and other conditions for continuous employment as is that of a teacher. Quality of service is the criterion upon which the teacher's tenure of office usually depends, and it is only right that it should be so.

The teaching profession is open today for real men and real women, and for such it offers fair opportunities for earning a livelihood. It is left for us who are now engaged in this service to point out its opportunities to worthy young persons who have the ability to render service in this field and the inclination to devote their best efforts to the task and make it their life work.

## California Public Schools: A Picture

Average daily attendance in regular classes and number of full-time teachers, by divisions of the state school system—1930-1931 and 1931-1932

From California State Department of Education, November 29, 1932

| Division of school system | Average daily attendance |         |             |             | No. of full time teachers |        |             |             | Av. daily attendance per full time teacher |        |  |
|---------------------------|--------------------------|---------|-------------|-------------|---------------------------|--------|-------------|-------------|--|--------|--|
|                           | '30-31                   | '31-32  | % In-crease | % De-crease | '30-31                    | '31-32 | % In-crease | % De-crease | '30-31                                     | '31-32 |  |
| Kindergarten ..           | 43,267                   | 42,728  |             | 1.25        | 1,945                     | 1,897  |             | 2.47        | 22.25                                      | 22.52  |  |
| Elementary                |                          |         |             |             |                           |        |             |             |  |        |  |
| School .....              | 602,207                  | 608,572 | 1.06        |             | 22,108                    | 21,839 |             | 1.21        | 27.24                                      | 27.87  |  |
| Junior                    |                          |         |             |             |                           |        |             |             |  |        |  |
| High School               | 109,912                  | 115,640 | 5.21        |             | 4,883                     | 4,985  | 2.09        |             | 22.51                                      | 23.20  |  |
| High School....           | 186,022                  | 196,946 | 5.87        |             | 10,335                    | 10,299 |             | 0.35        | 18.00                                      | 19.12  |  |
| District Junior           |                          |         |             |             |                           |        |             |             |  |        |  |
| College .....             | 110,192                  | 115,693 | 53.97       |             | 2,600                     | 2,788  | 31.33       |             | 16.99                                      | 19.91  |  |
| Total .....               | 951,600                  | 979,579 | 2.94        |             | 39,871                    | 39,808 |             | 0.16        | 23.87                                      | 24.61  |  |

1. Total average daily attendance.

2. Total number of teachers.

## The Future of Aviation

The faculty of Fullerton union high school and district junior college has sent us the inspiring address given by Louis E. Plummer to the faculty at the beginning of the school year. It is entitled "The Future Growth of Aviation" and although too long to publish here in full, we are happy to present the following excerpts:

**A**VIATORS may fly for pleasure or for profit. They may fly for their own enjoyment or for service. They may specialize in stunts, in endurance, in distance over land or sea.

He who flies for pleasure only contributes to his own selfishness. Little of value is likely to come out of his aimless meanderings through space. He will, as soon as the novelty of one place wears off, seek some new country to explore for his personal satisfaction.

Little of this type of flying is done in realms of education. Usually, if not always, the trip that is undertaken contributes definitely to the value of instruction.

Our English teachers are likely to spend the most of their trip abroad in the haunts of Shakespeare, Tennyson, Byron, or Burns. Teachers of French, Spanish, or German find nothing quite so attractive as the countries that are rich in the language, literature, and accomplishments of these peoples.

And so with the teachers of history, science, or arts. It is true that they get pleasure from these flights, but it is a pleasure born of service rather than selfishness.

The aviator who flies for profit merely is akin to the teacher who sees in the schoolroom only a stepping-stone to the attainment of other ambitions.

The teaching profession is not particularly enriched by the addition of such to its ranks.

The same is true of those who have no particular love for their work but engage in it because their talents will not gain them entry into more remunerative occupations. That type of teacher is paid too much, no matter what his wage.

Contrast with this teacher the one who teaches for the joy of service. No preparation is thought a burden. Teaching ceases to be a dull drill in theory or fact.

The inspiration of such a teacher is like that of a great architect or builder. As the architect loses sight of the piles of lumber, brick, and stone in his vision of a finished temple so this teacher sees far beyond the facts in the lessons of today to the worthy citizen he is creating for tomorrow.

This teacher may be paid a good salary but he is never paid enough. Who can measure or



Louis E. Plummer

evaluate inspiration of a good teacher! His ideals, his teachings will live on through generations.

May I then say in all kindness to teachers, but in justice to parents who trust us and to pupils who have no choice, that our profession would be immensely better off if selection of those to be trained for teaching could be made on basis of ability and personality plus a love for work with the young.

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Chicago, Illinois

## Orange County History

ROY W. CLOUD

**T**HOMAS E. WILLIAMS is director of the Fine Arts Press of Santa Ana junior college, and head of the printing department of Santa Ana high school.

Mr. Williams teaches his pupils to set type, to run a linotype machine and to print the work that has been composed. That is his regular job. But beside that he teaches a genuine appreciation of art, of literature and of local history.

He has created a community interest that will leave its imprint upon every one he contacts.

### Caminos Viejos

Two years ago Mr. Williams and his students produced a series of tales of Orange county called "Caminos Viejos," by Terry E. Stephenson. It is one of the finest examples of taste and good printing we have ever seen. Later he followed with a larger volume called Orange County History series. It is a two-color job with a master's touch. He then followed with a book of wood-cuts of Orange county subjects.

This past month his second volume of the Orange County History Series was printed. Mr. Williams in his foreword says: "It has furnished an outlet for the work of some of the more advanced students. Those who have helped in the work feel they have made a valuable contribution to their home and surroundings and have helped to perpetuate the work of those who have traveled this way before them."

The table of contents is as follows: Crossing the Plains in 1849, by Joseph E. Pleasants; Spanish and Mexican Land Grants in Orange County, William McPherson; The First Decade of the Orange County Historical Society, S. M. Davis; El Toro and Its History, Charlotte Moulton; History of Laguna Beach, Josephine Yoch; Early Day Newspapers, Olive Walte Lopez; Fairview—Boom-town, Blanche Collings; The Walnut In-

## Textbook Leaders

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Two-Book Edition

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dusty of Orange County, H. W. Lewis; The Yorba Family, Adelina Pleasants; Antonio Yarbass Will: Aviation in Orange County, Charles D. Ball, M. D.; Names of Places in Orange County, Terry E. Stephenson; The Story of Tustin, C. E. Utt; Tustin Schools, J. J. Zielan; The Bouchard Invasion, Margaret Livingstone; The Ross Family in Santa Ana, Orma R. Ross; The Community of Orange, Margaret Gardner.

The titles above were given to show the scope of the work. Each chapter is a local history that might have been lost but for the project of a very wonderful artist and teacher who has charge of a department in Santa Ana high school and junior college.



Los Angeles  
County Courthouse  
1869

Drawing by Ray Bethers



## Junior High School English

ADOLPH F. BUNGE

Redlands Junior High School

### How to Keep Records of Daily Progress

ANY idea which smacks of more "red tape," routine, or reports must be prepared, at the outset, for a cool reception from the teaching constituency.

On the one hand we hear the harassed pedagogue, for whom the problems of discipline and classroom routine are colossal, objecting to additional burdens.

On the other hand we listen to the advice of the "born teacher," who scorns the keeping of records because it focuses attention on charts and diagrams rather than on the teaching of children. The argument of the former is based on inveterate laziness or lack of ability.

There is a profound truth, however, in the statement of the latter; those who are of a methodical frame of mind are inclined to over-emphasize the mechanics of teaching and to neglect the child himself.

The plan described on these pages, though dependent on the chart as the device, emphasizes a teaching method based on fundamental aims in education. In other words the chart is the means, and the child is the end.

Regardless of theory taught in teachers colleges, classroom procedure throughout the country follows two philosophies. (1) The formal teaching, in which the pupil is asked to "read from page 213 to page 223," and to be "ready to recite," on the next day, is still used in the majority of schools.

The indictment against this method may be summarized as follows: (a) it is not based on the child's interest; (b) it does not start with the known and thence enter the field of the unknown; (c) it does not teach a method of study; (d) hence, there is waste of time; (e) it does not allow for individual differences; (f) hence, there is discouragement among the slow; (g) it does not stimulate thought; (h) it causes undesirable inhibitions in the backward child; (i) it does not fixate the assignment in such a way that the student will remember what preparation is required; (j) it does not provide against word difficulty; (k) it does not make clear to the student why he should study the lesson.

(2) Idealist teaching forms the second division of methodology. Here we find the

newer schemes for self-expression, projects, activity, games, and plays. It has provided answers to most of the eleven objections noted above under the formal program. Nevertheless, there is a tendency to overestimate the value of freedom of expression in a society which is based on responsibility.

Life situations call for activity which is based not so much on pleasure as on moral obligation to one's family and neighbor. The philosophy of activity in education says to the child, "If you have lost interest in the task which you have set for yourself, you need no longer pursue it."

Ideally, of course, the child must be kept interested by the teacher. But how is it possible for a junior high school teacher, with approximately 200 pupils, to keep each one interested in his own particular hobby? It is quite clear that activity alone omits certain desirable character traits from its benefits.

Somehow the benefits of responsibility, as found in the formal program, must be combined with beneficial by-products of the idealist's plans. But how can anyone who advocates a chart, make any proposals?

IN supplementing the activity program through a systematized plan, the following aims should be noted:

#### 1. For the pupil

1. Develops self-reliance.
2. Encourages responsibility.
3. Motivates punctuality.
4. Stimulates thoroughness.
5. Prevents failure.
6. Minimizes discouragement.
7. Provides rivalry.
8. Gives absentees an opportunity to make-up losses.

9. Gives everyone a chance to recite.

#### 2. For the teacher

1. Provides more time for activity.
2. Gives more time for individual help.
3. Puts an end to eternal questions as to grades.
4. Shows teacher her own weaknesses.



Kathryn E. Stone of Santa Barbara is an honorary Life Member of California Teachers Association





Mrs. Fortis Moss of Auburn is secretary of C.T.A. Northern Section

In the study of the short story the following procedure was adopted in developing these aims through the use of a chart. The teacher assigned the reading of *Namgay Doola*. We must keep in mind that this assignment, simple as it may seem to the adult, nevertheless results in two types of undesirable attitudes in the poor reader.

He either doesn't read it at all, relying on his neighbor to tell him enough about the story to "get by," or he discovers himself hating books. A common practice in aiding this child is the listing of paragraph topics and leading thought questions. Here are a few samples:

1. Describe the kingdom in which the author finds himself.
2. What constitutes the splendor of the king?
3. What were the charges against *Namgay Doola*?
4. How was the king restricted in authority?
5. How were *Namgay Doola's* services indispensable?
6. What finally becomes of *Namgay Doola*?

As a further aid attention should be called to the unfamiliar words in the literature. The individual whose reading faculties are under-developed finds satisfaction in being able to answer such questions while reading. He places a premium on thoroughness. His reading is motivated. It is of course unnecessary to use such procedure when the child has a high reading quotient. The assignment thus made clear and definite, the pupil is left to work independently.

**T**HE next day we are ready to test the reading. Too often the value of an assignment is lost when no opportunity is given for expression. The quickest way to give this satisfaction is the written exercise.

Such a written test (1) must require a knowledge of the entire assignment, (2) must be short, preferably to be answered in one word, (3) must guard against the lazy student who relies on someone else to tell him the story.

This last point makes necessary a different set of questions from those in the assignment. The child must not know in advance what the questions are to be. Here are a few samples:

1. In what country does the story take place?
2. How large was the kingdom?
3. How great was the army?
4. How much did *Namgay Doola* contribute to the revenues?

5. What does the king spend most of his revenue for?

6. Who prevented the punishment of *Namgay*?

7. How did *Namgay* help the national industry?

8. What did *Doola* do in revenge against the rabbit-faced villager?

9. What did *Namgay* steal from the author?

10. What was *Namgay's* final punishment?

It will be noted that most of the questions can be answered in one word and will raise very little controversy. It is well, nevertheless, to have a notation of the pages on which the answers may be found in order to save time in case some child should feel that "the book didn't say so."

When the assignment involves a grammar lesson to be mastered independently, the same device may be used. Correct diagrams may be written on the board, and questions may be answered by students whose papers are correct.

Spelling tests and punctuation drills may be recorded in the same way. These tests should by no means take the place of compositions or final examinations. They are merely devised to check the daily work.

The tests are corrected and graded by the students themselves, and are then turned over to the monitor. Correction of papers by students is often frowned upon as being unscientific and as encouraging cheating. Experiments conducted by Curtiss and Woods show, however, that such assertions are not grounded on fact.

The work of students is just as reliable as that of teachers, and is at the same time a device for teaching material not previously mastered. The grading is on the percentage basis, as it serves as well as any other for diagnostic purposes, and also saves time. It is not necessary to make a bell-shaped curve for these daily quizzes.

The monitor copies the grades on a chart. The chart has the names of the class members on the horizontal lines and the names of the week days on the vertical lines. Space is also left for the name of the subject studied. At the end of the week the teacher glances at the record, notes those who are retarded, interviews the stragglers on their difficulties, and gives additional help. The chart is then posted at the side of the room for all to see.



Estelle Unger of Petaluma is retiring president of C. T. A. Bay Section

THE monitor has a card with the correct answers. This is used whenever that paper looks questionable, or when absentees are "making up" the test. Cheating may be easily detected by glancing at the continuous record of an individual and comparing it with class interest and participation. Those who have missed a lesson or were absent may look on the chart, discover wherein they are deficient, study the lesson, and take the test from the monitor. This assistant teacher should, of course, have the highest scholarship and citizenship records.<sup>1</sup>

The test itself takes about 15 minutes. In a 55-minute period, this leaves 20 minutes for activity or explanation of the next day's assignment, and 20 minutes for supervised study. In the study of *Namgay Doola*, for example, the 20-minute period may be used for dramatization.

In this way the advanced student is encouraged, as a great deal of research is required in order to study the customs, scenery, manners, and dress of the people in India. There is no limit to his work. He may go as far as he likes into project work or any activity, inasmuch as he has satisfied the minimum requirements in the test.

When the lesson is grammar, the period may be utilized in language games or board work. If spelling or punctuation is assigned, pronunciation drills or dictionary work may be employed. Obviously, the division of the period into short units lessens fatigue and maintains interest.

The teacher must prepare in advance the following materials:

(1) A chart as shown, may be mimeographed in quantities to satisfy the needs of the semester or year. Each child's name should be typed on the stencil, thus saving time.

(2) Questions or exercises for the work to be covered must be formulated.

(3) Cards must be prepared with answers typed on them. After this preparation, there is no more routine work. The teacher is left free to concentrate on the child and his needs.

*The plan, briefly, calls for (1) wise assignments made on the basis of individual differences, (2) recitation of the minimum requirements through the means of short tests during the first fifteen minutes of the period, (3) correction and grading of tests by students, (4) recording of grades on a chart by monitor, (5) posting chart on the wall for all to see.*

1. Curtiss and Woods—"Correcting Examination Papers." *School Review*, Oct., '29; pp. 615-23.

## Antelope Valley Schools

(Continued from Page 11)

principal. In order that we might talk to all the children at the same time, they gathered on the athletic field, close up to the backstop of their football grid. The children sang songs and saluted the flag. Mr. Cagney then gave a fine talk on citizenship, after which I told the children something about the history of the local region.

The next school at Tierra Bonita is in charge of Mrs. Rosamond Kief and an assistant; a visit was made of perhaps ten minutes. Then we returned to Lancaster, where for a half hour we talked to all of the children of the Lancaster school. I. M. Stout is principal and is assisted in his work by ten fine, up-to-date teachers.

We then returned to Redman, where we were greeted by the children. After a short visit with Mrs. Fuller and her assistant, we went on to the Antelope school. Here Hazel Forney had charge of the school. Our visit immediately followed that of the county school nurse.

ON leaving the Antelope school we went to Dry Lake where we spent the noon hour. Dry Lake is an exceedingly interesting part of this desert country. Bordering it, and in all directions before it is reached, are great clumps of Joshua trees which stretch out their arms in grotesque fashion and present a weird appearance. In November there are no desert flowers in this section of California. Nothing could be seen except the Joshua trees and some scrub, chaparral, and long stretches of sand. Dry Lake, which is just over the line in Kern county, is the bed of a great dry lake five to ten miles wide and from 45 to 55 miles in length. The children at the Antelope school informed me that automobile races are very common upon its bed. The racers can make tremendous speed upon its smooth, white surface and hardly a rise can be seen to break the levelness.

Wilsons was the furthest east of all of the schools. Here in a little school room Ruth Kemp had a large number of children under her care.

At the Keppel union school, which Mr. Cagney told me was the largest elementary school district in the state so far as area is concerned, Richard Gentry held classes with his two assistants. This district was named in honor of Mark Keppel who was greatly beloved by all California teachers and who was for many years president of California Teachers Association. In a beautiful auditorium made more attractive by the paintings of a local artist, we talked to the children on matters pertaining to patriotism and citizenship.

The last school to be visited in the afternoon was at Palmdale. Here Mrs. Joyce Paul and her three associate teachers gathered all of their children into the eighth grade room where we enjoyed a visit with them which consisted of talks and songs.

THAT evening we drove out to Del Sur where another group meeting somewhat larger than the one of the preceding evening was held. The musical numbers were more than passing

(Please turn to Page 57)

## California School Leaders

Pete Wikoff Ross

**P**ETE W. ROSS was born in Mason, a village near Cincinnati, Ohio, in 1866. He has ever justified the adage for the Sunday-born child by his sunny, lovable disposition.

He spent most of his life with his maternal grandfather on the farm near Mason, his father having died when he was two years old. He attended school in St. Paul and Greensburgh, Indiana, where his mother was a teacher; in Lebanon; Cincinnati; "Western Row district school"; and Mason, where he graduated from the first high school class.

He later graduated from the Holbrook National Normal University, with the B. S. degree in 1886, and from University of Michigan with the A. B. degree in 1892.

He was prominent in campus activities. Because of the snobbishness and undemocratic attitude and practices of the fraternities, he remained an "independent"; as such he soon became a leader.

He always had a penchant for newspaper work. In his teenhood he for several years was correspondent for the county-seat weekly and the Cincinnati dailies. At Ann Arbor he was one of the founders and business manager of "The Inlander," the literary monthly of the university. After graduation in 1892 he went up to Petosky, Michigan, to be city editor of "The Resorter," a summer daily for the Mackinaw region.

He started his teaching in his teens by being selected as "Professor" in the village school at Rugby, on the Cumberland plateau, in Tennessee in 1886.

That fall he was elected to teach in the "Unity Hill" district school, three miles out of Mason, to which he walked each day, and did his own janitor work; this for \$50 a month.

After graduation from Michigan in 1892 he was elected as "Superintendent" at Elk River, Minnesota. Here, as was customary in those "good old days," he taught everything that his

chosen assistant could not teach; since she was the graduate of the art and music department of a small private institution, Ross fully earned his salary, which had advanced to \$1000.

In the fall he went to St. Cloud, to be principal of the night school, and to teach in the day what he believes was the first "ungraded special" class in the United States, a class of "misfits" and over-grown "loggers" from the woods.

That fall he went to Paynesville, Minnesota, as superintendent, where in three years he developed the elementary school into an accredited high school.

In 1897 he went to a larger field as superintendent at Morris, where he served for four years.

An uncle in Los Angeles prevailed upon him to come to California. He arrived in Los Angeles and in 1904 was elected as principal of the Middletown elementary school, one of the four large schools in San Diego.

For 21 years he presided there, till the board advanced him to the principalship, in 1925, of the newly-built Point Loma junior-senior high school. From this he resigned last August because of ill-health.

He was married, in 1896, to Munn G. Bursk of Mason, his high school sweetheart. They have two sons—Maurice B., research assistant in the San Diego city schools, and Leonard W., chief engineer in the steel department of the Blue Diamond construction company, Los Angeles.

He is a member of N. E. A. since 1899, of California Teachers Association since 1904, belongs to a score or more of other local and national professional, philanthropic and civic societies.

He will live in retirement now and enjoy life and friendships a little more freely and abundantly than before.

\* \* \*

**These United States and How They Came to Be** by Gertrude Hartman is a wholly admirable sequel to "The World We Live in and How It Came to Be."

It is published by the Macmillan Company, 350 pages, with many illustrations from contemporary sources; a vivid portrayal of American history, in the best modern educational manner. Price, \$5.00.



Pete Ross





(Continued from Page 10)

humidity. There were many heavy showers, sometimes accompanied by thunder and lightning. The dry season is from about the middle



An ancient pirate stronghold on the Spanish Main

of December to the middle of April, the remainder is rainy season. The Canal Zone is as far east as New York, so the clocks on the boat were moved back a half-hour each night, until the three hours were made up.

The hottest time of the day is from two to four in the afternoon. The ladies usually have their bridge parties in the forenoon, followed by lunch, and then go home. The rainfall on the Atlantic side is much heavier than on the Pacific side, a record being 180 inches in a year, though it usually is around 140 inches.

\* \* \*

## Driftwood

I. D. PERRY, *Los Angeles High School*

**B**ATTERED log of driftwood cast upon the shore

Only to be drawn again to the restless sea,  
Would you have a respite from wind and water's  
roar,

Do you covet days of calm from ocean-mad-  
ness free?

Lightsome bit of driftwood, cast upon the dune,  
Drifted over by the sand almost out of sight,  
Do you yearn in secret for the fir-tree's tune,

Played by morning breezes  
through branches dancing  
light?

Broken spar of yard-arm from  
a mighty mast,

Waterlogging by the shore,  
knowing naught of sail,  
After thousand flying leagues,  
in the shallows cast,

Do you long for sailor knees  
clinging in the gale?

## Important Notice

**U**NDER a recent Act of Congress the U. S. Post Office is authorized to collect from publishers of magazines two cents on each piece that is **incorrectly addressed**.

In other words, if you fail to notify us of any removal or change of address, the Post Office takes it upon itself to make such notification, imposing a service charge of two cents on each notice.

Accordingly, you are urged to notify us **at once** of removals and changes of address. All that is necessary is: give old address; new address, and sign name in full. It requires only a minute. Your carrier or postmaster has specially prepared post-cards for this purpose and will supply them upon request.

Tenth annual meeting of the **National Council of Teachers Retirement Systems** will be held February 27-March 1, 1933, 510 Groveland Avenue Hotel, Minneapolis, Minnesota.

All interested in the teacher retirement movement are invited. For program and information, address: Jennie Roch, Secretary, National Council of Teachers Retirement Systems, New Orleans, Louisiana.

\* \* \*

## Stones

ANNIE DOLMAN INSKEEP, *Berkeley*

**T**HEN give me stones, big stones, little stones,

And quantities of mortar.

My soul's aflame with a desire to build.

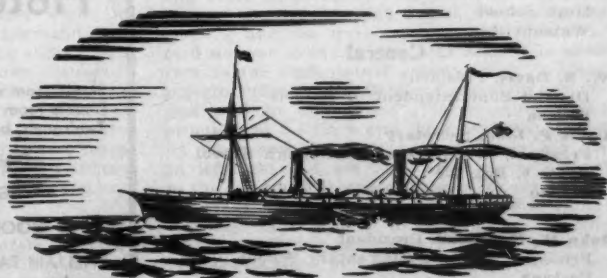
Dead trees in house walls pall on me,

I loathe bricks made with hands;

But stones come straight from God

And stone on stone I'll build

Life up again to Him.



## California Teachers Association

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## Placement Services

CALIFORNIA Teachers Association offers to its members placement services at nominal cost.

Members wishing placement services should address Earl G. Bridley, 2163 Center Street, Berkeley; phone THornwall 5600; or F. L. Thurston, 307 Continental Building, Fourth and Spring Streets, Los Angeles; phone TRinity 1558.

\* \* \*

Harper & Brothers, publishers, have brought out two particularly noteworthy juvenile books. "We The People" by Leo Huberman is a vivid social and economic history of the United States, written for younger children. Instead of the usual conventional treatment, Huberman gives a sense of movement and social development. Price, \$3.50.

\* \* \*

"Blimps and Such," by Dorothy W. Baruch, is an illustrated volume of little poems for very little children. It is one of the nursery series excellently planned by Harpers for the pre-school child.

## Hotel Whitcomb

(At Civic Center)  
SAN FRANCISCO

Single room with bath.....\$2.50; \$3.00; \$3.50  
Double room with bath.....\$4.00; \$5.00; \$6.00  
Two rooms, bath between, 4 persons \$7.00; \$8.00

Dining Room—Coffee Tavern

Garage under same roof

WOODS-DRURY CO., Operators

Also operating  
WILLIAM TAYLOR HOTEL, SAN FRANCISCO

## Antelope Valley Schools

(Continued from Page 53)

fair. The principal, Lucille Huston, had carefully prepared a program which would be of interest. Some of the trustees traveled a great many miles to be present, and all of the program seemed to be greatly appreciated.

The next day was even fuller than the two preceding ones. We drove a long way through the canyon towards Los Angeles. The first school visited was at Soledad where Lena McClaffin was in charge. This school is located in the old settlement of Acton. It is on a hillside and overlooks the valley through which we had just traveled.

The next school, Agua Dulce, was in charge of Eleanor Jones. Mint Canyon, with Clara Wright in charge, was our next stop and we enjoyed it there. The next was at Sulphur Springs, in charge of Florence Mitchell, then Honby, under direction of Mrs. Minnedell Berry. The last one before noon was the Bee school in charge of Magdalene Fries. This beautiful little school is maintained by the City of Los Angeles. It is near the great Santa Clara Dam which two years ago broke its bonds and flooded the entire surrounding country, bringing ruin to hundreds of homes and death to many people. The school is close to the power-house which supplies the City of Los Angeles with power and light.

The first school in the afternoon to be visited was at New Era, just a short distance from Saugus. It was in charge of Evelyn Sullivan who, like many of the others visited, is a graduate of the University of Southern California and is interested in her work.

Close to the school is a fine old adobe house. It is a relic of the early days of California and stands on the Suraco Ranch in Boquet Canyon. The walls of adobe are 18 inches thick. The roof is made of pine, cut by hand, and drawn by horses from Ravenna. It is claimed that the notorious California bandit, Vasquez, slept many nights under the old sycamore tree that still stands in the yard. The mistress of the house would never allow him to enter it but made no objection to his sleeping in the yard and on many occasions supplied him with his food.

### Project Work at Saugus School

At Saugus, which is a two-room school under the direction of F. A. Neufeld, we visited the primary class first and saw an excellent exhibit of fine project work. We then talked to the children in the upper grades, after which we hurried to Newhall and there in a beautiful large school talked to the children of the eight rooms. Lester Dalbey, whom we had known intimately in former times when he was principal of the Susanville school in Lassen county, is in charge.

The last school of the day, visited just at 3 o'clock, was the Castaic Union with three teachers under the principalship of Agnes Williams. This is one of the new districts of the county and is a fine, up-to-date school.

That night a group meeting was held at the club house at Saugus with Mr. Neufeld in charge. It was sponsored by the Kiwanis Club of Newhall and Saugus. One of the very fine speeches

was made by a newspaper man, Mr. Thatcher, who told of his experiences as a pupil in one of the pioneer schools of Kansas and in his later days as a school-teacher. The conditions which he described made an impression upon all of his hearers because of the contrast it presented to present-day conditions and practices.

It is interesting to note that just east of Newhall gold was first discovered in California and sufficient quantities of the yellow metal were taken to Los Angeles so that it could be sent to the Mint in Philadelphia for coinage. There was no newspaper at the time in southern California to make known to the world that the precious metal could be found in our state, so it attracted little attention. The first oil-well in California was also sunk in Newhall and for many years it has been a paying proposition.

The meeting that evening concluded the visiting. At the completion of these three days the mileage covered would have taken us over one or two eastern states. We saw many and varied conditions and the experiences were most pleasant. The schools under the direction of Mr. Cagney are splendid examples of fine, up-to-date, clean educational places where boys and girls are learning the right kind of lessons.

Twelve o'clock that night found me in Los Angeles. The next day was spent in visiting the Southern Section, C. T. A. office and with Mr. Wheat, assistant superintendent of schools of Los Angeles county, who is in charge of the work there during the illness of his chief, A. R. Clifton. A visit to Mr. Clifton revealed the welcome news that he is recovering from his very serious operation and illness.

### Schools of Red Bluff

The next morning found me back in the office in San Francisco, since which time my trips have taken me to practically every section of northern California, probably the most notable of which was at Red Bluff on Wednesday, December 7, when practically all of the high school principals of northeastern California, the territory between Susanville and Willows, met as the guests of Robert Hartzell, principal of the high school. The morning was spent with our old friend J. D. Sweeney at the elementary school. Mr. Sweeney has a very beautiful, fine, new \$100,000 building, of which he and his teachers are justly proud.

From 2 o'clock on, the meeting of high school principals afforded much interesting discussion and talks on procedure. James C. Nisbet, principal of the Oroville high school, presided at the meeting and the secretary was Principal Stanford Hannah of the Gridley high school. In addition to the high school principals, E. V. Cain, superintendent of the Gridley elementary schools, was also in attendance. The meeting closed promptly at 9 o'clock and the attendants started on their long journeys back to their schools. In order that I could be at another engagement in the afternoon it was necessary for me to take the train which leaves Red Bluff at 3:40 in the morning. A call at 3 o'clock in the morning came exceedingly early, but at 9:50 I was back in headquarters and ready for the afternoon gathering.

## Have Schools an Obligation?

F. C. WEBER, Supervisor

*Continuation Day Classes, Los Angeles*

**E**THEL said, "Father tangled with a free soul in the next town and seemingly could not get out of it so here we are, mother and family of three, pushed aside. I tried to reason with Dad but all I could get was, 'You don't understand.' I argued for alimony which would provide for us until I graduated from high school. This was promised in a half-hearted way."

The next act in this drama was the father's exit to another state.

Ethel and her mother concluded it would require too costly a legal procedure to force the alimony issue.

Ethel dropped out of full-time school and through a friend found a position in the receiving department of the stock-room of a large department store.

Ethel is a good-looking, witty, dignified young woman of exceptional intelligence. She had finished the first half of her 12th year in high school with recommended grades. A younger sister is at present in high school and a younger brother in elementary school, both doing well. The mother is attempting to help out by occasional work as a seamstress. The burden of the family really rests upon Ethel's shoulders.

Just what should our school system say to this young woman? "It is too bad that you have to leave school and go to work but we can do nothing for you."

Fortunately, under the present state law, such an answer is not necessary. Ethel was taken in hand by the continuation school.

### The Friendly Counselor

Naturally she was bitter under the circumstances. "Can you beat a situation like this," she said to the counselor. Through understanding and sympathy the counselor has been able to partially, at least, remove Ethel's bitterness and make her more optimistic.

She has been able to plan for Ethel work in the continuation school which will count toward graduation from high school, although such graduation will, of necessity, be somewhat delayed because of Ethel's employment.

**E**THEL is making good on the job and is capable of promotion in this line of work but she is undecided as to her choice of life work. Here her continuation school contacts

will help her in solving this problem and planning for the future.

She is not pleased with her present job environment.

Ethel, through circumstances over which she had no control, has been compelled to become an earner, but she is working with the definite objective of completing her high school education through the continuation school.

She, undoubtedly, will make the social adjustment necessary which coupled with a life plan will help her to become a successful and happy member of society. Her influence in her little family, as well as her financial support, will be the richer and better because of this helping hand extended by our schools.

**S**HE is typical of thousands of young people who need such a service.

Can society afford not to give these young people support, encouragement, and help when they are making the adjustments which are necessary between school and life?

\* \* \*

## School Retrenchments

**G**EORGE R. McINTIRE, district superintendent, Brawley elementary schools, in a recent address at the state convention of California school superintendents, pointed out that in these days of strenuous living, **every child** should have the opportunity to secure the information and develop those skills which will enable him to go forth into adult life and secure a livelihood.

The schools should offer a varied program in which every pupil will have an opportunity to secure training and information which he needs.

Not all pupils will need training preparing them for college and professional life.

Some need to be taught to be carpenters, plumbers, merchants, janitors, housewives, nurses, hairdressers, and nursemaids, each to his or her liking, that all may fit together in a united and harmonious society.

The curriculum should be changed to fit the needs of the pupil, rather than fit the pupil to the curriculum.

**H**ERE and there in the curriculum will be found waste materials, duplications, blind alleys, and antiquated subject-matter, the accumulations of a slowly-changing school system. These may be eliminated and retrenchments made to the betterment of the curriculum offered.





## Our School Log Cabin

MRS. ELMAMAE SAUNDERS, Teacher  
Charleston School, Amador County

CHARLESTON School of Amador County has completed a very interesting project. The school is situated in the midst of a pretty pine grove in the Sierras, which furnished the logs for the cabin.

The cabin is 12 feet long, 10 feet wide and 7 feet high. Three upper grade boys, Herbert Hale, Basil Peterson and Robert Saunders, cut and hauled the logs, after getting permission from the owner, Mrs. McLaughlin.

They needed material for a fireplace. A soapstone ledge not far away provided material for a mantel and fireback. This was sawed out by the boys. The outside of the fireplace is made of lava and various other formations of rock found in the immediate vicinity, put together with mud made from the red soil, and reinforced with wire and pieces of iron from the remains of an old wagon, found on the road when they were getting out the soapstone. The roof is of split shakes. The door is made of poles and is hinged, as is also the window.

The activity was not brought about by planning or "setting the stage" as it should be. It is true there was a purpose, but the three boys who are responsible for this log cabin showed that they needed something to do to keep them interested, as the other grades of the school are first and third, composed of small girls much younger than the boys.

We lack playground equipment and it could be seen that games were not what these boys wanted. So one of the boys brought a cross-cut saw of doubtful ancestry, another an ax that had seen better days, and the third a hatchet and nails. Some logs were notched and the foundation laid.

Our planning consisted of discussing size, and hoping for a fireplace, which seemed an impossibility. We studied pictures of cabins and fireplaces in scout magazines and library books.

We also secured some plans of log cabins from scout headquarters.

The rain and snow proved discouraging to the boys. They had succeeded in building the walls only a few feet high and now must wait for good weather. It took a great amount of encouragement to keep their spirits buoyed up in order to execute such a long activity.

NOW that we have completed this cabin, one can see how proud the boys are of the achievement. To the boys, it is a great work finished. They have put their months of labor down as pleasure, and I consider the evaluation of this activity very worth while.

Along with our work, which was classed as physical education, we wrote compositions about our cabin for grammar and English; used the dimensions and allowed for openings in our arithmetic; studied the lives and ways of the pioneers, of Lincoln and of Washington for history and geography.

We made drawings of the cabin. Through the materials used in its construction we became interested in forestry, the altitudes at which various trees grow and rock formations. In this way we correlated many subjects in building our "log cabin."

\* \* \*

## Ramblings

THELMA THOMING, Marysville High School

I RAMBLE through the woodlands;  
I rove along the plains;  
I wander through great cities  
And then come home again.

My mind is filled with pictures;  
Crowds go sauntering by;  
Words blend themselves in rhythm  
Go soaring to the sky.

These pictures are my ramblings  
When free from work and care—  
Just my soul's meanderings—  
My mental bill o' fare.



## Reorganization

(Continued from Page 44)

5. The following proposal is offered for serious consideration: That the school people of California sponsor an elective State Board of Education consisting of ten or more lay members, each to be elected on a nonpartisan ticket for a period of time sufficiently long to insure continuity of policy in the State Department, this Board of Education to choose the Commissioner of Education or the Superintendent of Public Instruction for the State of California who will serve at the will of the Board and have his compensation determined by the Board.

Respectfully submitted,

WILLARD E. GIVENS  
President

\*\*\*

## Guides For Adult Education

D. L. MACKAYE, Director  
Adult Education, San Jose

IN the Stanford summer quarter class, "Techniques and Procedures in Adult Education," a required term-paper was an outline of a six-evening, short-unit, discussion-course on a topic connected with family life.

Seven of the papers submitted were selected because of their excellence, and have been mimeographed in a bulletin of 40 pages for distribution to adult centers, as needed. The charge of 75 cents is less than cost of mimeographing and mailing.

The outlines contain course and evening objectives, suggestions for opening each discussion, suggestions of method, an outline of each evening's content, and a complete biography for each evening. The seven courses are as follows:

1. Love, marriage, and divorce as social problems.
2. The adjustment of the family to its modern environment.
3. Diet and health.
4. Keeping the family healthy at minimum expense.
5. Family recreation.
6. Society's war against the causes of child delinquency.
7. The adventure of old age.

Teachers with a general background will be able to present these courses, with the aid of the outlines, with a minimum amount of preparation and a maximum amount of interest. The outlines have been carefully edited.



## NEW BOOKS

### JEREMIAH

By WILLIAM M. CULP  
Author of "Tumba of Torrey Pines"

The story of Jeremiah—A Big Blue Cat. 96 pages. 32 beautifully colored illustrations. Checked with latest vocabulary studies. Grade placement 1A to 2A. A supplemental reader that is different and of intense appeal to children.

Price 80 cents. In quantity, 64 cents F. O. B. San Francisco.

### Western Nature Science Series

THIRD GRADE

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District Superintendent Manhattan Beach Schools  
University of California Extension Lecturer in Nature Study  
and FERNE L. MARCY

The first book gives to the child an idea of those things of Nature with which the Indians came in contact on land and sea.

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#### THE PADRES' GARDEN

By C. A. MARCY

The second book continues the thought with telling the story of what the Padres found and brought to the Western shore.

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FIFTH GRADE

#### THE PIONEERS' PATHWAY

By MAE JOHNSON CORWIN

Science Department, Phineas Banning Jr.-Sr. High School  
Los Angeles

The third book gives a description of the trees and flowers which are found along Western pathways.

Price \$1.00 List. In quantity, 80 cents F. O. B. San Francisco.

SIXTH GRADE

#### TRAILS TODAY

By WALLING CORWIN

Science Department, San Diego High School, San Diego

The fourth book emphasizes the animals of land and sea on the Western coast.

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## San Luis Obispo County Institute

SAN LUIS OBISPO COUNTY held a one-day institute on Monday, November 28. The morning program opened with a general session at which an address was given by Roy W. Cloud, State Executive Secretary of the California Teachers Association.

The convention then separated into two groups.—Mrs. Gladys Potter, assistant chief of elementary education, was leader of the elementary group; Samuel J. Hume, executive secretary of the California Council of Oriental Relations, addressed the secondary group.

Following the noon recess, Mrs. Mabel Spizzy, supervisor of music of Santa Barbara county, demonstrated the new state course-of-study in music for the elementary teachers.

President B. R. Crandall of California Polytechnic School and Dr. Ralph I. Hale, principal of the Margarita Black union high school, addressed the high school teachers.

At the close of these addresses the high school teachers held group conferences according to subjects taught.



Robert L. Bird, San Luis Obispo County Superintendent of Schools and member Board of Directors, California Teachers Association

## Punta Gorda Drum Corps

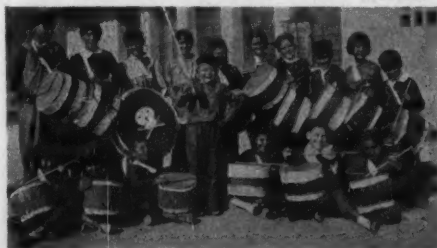
ALVA CAROTHERS, *Teacher, Social Science Junior High School, Santa Barbara*

HERE are the pupils of Punta Gorda rural school (Ventura county) in their drum corps uniforms.

These pupils are interesting, progressive and resourceful. Last July 4 they saw their teacher, Bessie Davison, as she took part in the Royal Neighbors ladies drum corps. When school opened they wished more than anything else to organize a drum corps, but they had no drums.

"We'll make our own drums!" they said. And they did . . . with the supervision of Miss Davison and suggestions from the Ventura county manual training supervisor. Miss Davison taught them to "beat" their drums. They entertained the Santa Barbara Royal Neighbors at a party.

*Drum corps are happy folk!*



The drums were made from wooden nail-kegs. First the kegs were sawn in two in the middle, so each keg made two drums.

Next, circles of unbleached muslin were stretched across the ends and tacked in place. Then the cloth directly over the opening was shellacked. Five coats of shellac were used.

Then the cloth was removed, the edges hemmed and wire run through the hem. Now it was replaced on the drum and strong cord used to lace the heads on. Later bailing-wire was used for lacing, as the cords were continually breaking.

The bass drum was made out of an old galvanized wash-tub. Cotton was pasted over the rough edge to keep it from cutting the cloth.

The drum-sticks were whittler from dowling and then shellacked. The drum major's baton was longer than he, a second grader, was tall! It was made from a broom-handle. Two wooden centers from rolls of paper made a head at one end. A cork was attached at the other end.

All the pupils in the school, 17 in number, from 6 to 12 years of age, made up the drum corps.

Miss Davison puts across some extremely interesting projects. I have been trying for some time to get her to send you an account of her work. Finally she consented for me to send in this one.

### Honor Enrollments in C. T. A.

**T**HE following schools in Tulare county have teaching staffs that have enrolled 100% C. T. A. for 1933.

#### Elementary Schools

|                    |                   |
|--------------------|-------------------|
| Allensworth        | Oak Grove         |
| Alpaugh            | Olive             |
| Angiola            | Orosi             |
| Ash Springs        | Pixley            |
| Central            | Pleasant View     |
| Chatham            | Porterville       |
| Cottonwood         | Prairie Center    |
| Dinuba             | Quincy            |
| Earlimart          | Richgrove         |
| Edendale           | Rural             |
| Enterprise         | St. Johns         |
| Eshom Valley       | Terra Bella Union |
| Exeter             | Tipton            |
| Grand View Heights | Tulare            |
| Hope               | Visalia           |
| Lindsay            | Welcome           |
| Lovell             | Woodlake          |
| Nickerson          |                   |

#### High Schools

|             |            |
|-------------|------------|
| Alpaugh     | Strathmore |
| Lindsay     | Tulare     |
| Orosi       | Woodlake   |
| Porterville |            |

Respectfully submitted,

J. E. Buckman

County Superintendent of Schools

December 19, 1932

W. N. Davis, district superintendent of schools, Dinuba, reports that the teachers of **Dinuba elementary schools** have completed 12 years 100% enrollment in C. T. A. and 7 years 100% enrollment in N. E. A. This is indeed an honorable professional record.

The faculty of **San Jose Teachers College** is enrolled 100% in California Teachers Association for 1933, according to word from President T. W. MacQuarrie.

### A Safety Play

**E**MMMA KINNEY, principal and teacher, Nipomo school, San Luis Obispo county, and her pupils (grades 5 to 8), recently prepared a safety play as a unit of work in oral and written composition.

Miss Kinney reports, among the many excellent outcomes, the following attitudes,—

1. The attitude of co-operation for the good of all, working together.
2. Accepting constructive criticism.
3. Friendly attitude toward those who work for public safety, especially traffic officers.

This attitude was strengthened by State Traffic Inspector Murphy, who gave an interesting and instructive talk, and developed a feeling of friendship toward traffic officers.

### Southern Section Honor Roll

(Continued from Page 18)

#### Riverside County

Beaumont Elementary  
Beaumont High School  
Hemet Valley Union including:  
Hemet High School  
Little Lake  
Valle Vista  
Fruitvale  
Junior High School  
Hemet Elementary  
Perris  
San Jacinto Elementary  
Thermal  
Elsinore Union High School

#### Riverside City

Bryant  
Lowell  
Magnolia  
Central Junior High School  
Chemawa Junior High School  
University Heights Junior High School

#### San Bernardino County

Highland  
Needles Elementary and High School  
Colton Union High School  
Victor Valley Union High School  
Big Bear Union High School

#### San Diego County:

Campo  
Otay  
Rancho Santa Fe  
San Dieguito  
South Bay Union  
West Fallbrook

#### Santa Barbara County

Blochman Union  
Cold Spring  
Elwood Union  
Guadalupe Union  
Lompoc Union  
Maple  
Montecito  
Orcutt Union  
Rice  
Wasloja  
Carpinteria Union High School

#### Ventura County

Avenue School  
E. P. Foster  
Mound  
Del Mar  
Simi Valley Union

#### Ventura City

Lincoln

A recent issue of the San Diego Union carries extensive illustrated feature stories concerning the half-century record of **San Diego high school, 1882-1932.**

A series of commemorative exercises were held at the high school celebrating the **fiftieth anniversary** observance.

John Aseltine is principal of the school. J. A. Rice of National City was the first principal; now 79 years old, he was a central figure in the celebration.



## Los Angeles School Gardeners

JOHN B. CORCORAN, supervisor of junior and senior high school classes in agriculture, reports the excellent progress of that work in Los Angeles city schools.

In a recent illustrated feature article in the Los Angeles Times concerning school gardeners it is stated that:

"Highly specialized is the training that these young people receive in the plots that are to be found on the campus of every high school in the far-flung limits of Los Angeles. They learn, not only kinds, but qualities of plants and if they are studying a particular flower or bulb, there are many varieties of the best strains offered for experimentation.

"It might be supposed that school gardens would be most popular in the less pretentious neighborhoods of the city. Quite the contrary has been found to be true. The interest of students in Los Angeles high school is fully as keen as that found among the gardening pupils in any high school of the San Fernando valley, where nearly every home has its kitchen garden and poultry yard. Studying the various phases of agriculture in the Los Angeles city school system are more than 4500 boys and girls and many of these complete the full five years of work offered in some of the schools."

...



## Indian Life and Lore

ROY NOBLE CLOUD, *Redwood City*

THE Caxton Printers, Ltd., of Caldwell, Idaho, have just brought out two new books which should be of great interest to all students of Indian life and lore.

The first is **Notawkah, Friend of the Miamis**, by Arthur Homer Hays. The scenes are in the region of the Wabash River in Indiana; the time 1761-62. A famous hunter, Notawkah or "One Who Listens," takes his readers through the Indian country. The hates and loves of the various tribes are vividly pictured. The life of the Miami and Shawanee tribes clearly show the struggle of the early Americans for self-preservation.

Through the story is woven an interesting

## "It will be MONTHS before she can Teach"

What a blow those words of her doctor must have been to this Cleveland, Ohio, teacher. The accident itself was not preventable, but much financial loss was prevented by her forethought in joining the T. C. U.



Who will pay the Doctor, the Nurse and the Board Bill...  
The T.C.U. can take care of it.

## You aren't half as sick when you're sick under the T. C. U. Umbrella

When you are not insured against the piling up of heavy bills, due to accident, sickness or quarantine, you take a chance of giving up clothes, savings, trips, etc. It's a risk few teachers can afford to take.

Why take this chance when the Teachers Casualty Underwriters, an organization of teachers for teachers, will assure you an income when you are sick, or quarantined or accidentally hurt?

Like hundreds of other teachers you, too, will find that "you're not half as sick when you're sick under the T. C. U. Umbrella." Worry about doctor bills is gone. Write today for full details.

## Teachers Casualty Underwriters

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Lincoln, Nebraska

love affair of Notawkah, who in reality is John Corrington, formerly of the King's Army with Virginia Carson.

This book is supposedly founded upon facts and is well worth reading. It contains 430 pages and is listed at \$2.00. The author is a member of the history department of the Boise, Idaho, High School.

The second book, entitled **Indian Wars of Idaho**, by R. Ross Arnold, gives an interesting story of the Indians of the early Northwest, in their struggle to prevent the aggression of the white man.

It also portrays their desire and their activity in trying to keep their home land and their hunting grounds. It shows the various red tribes of Idaho at work and at war and tells why and where the various Indian wars were fought. The author tells of many of the famous old-time characters of the Pioneer West. The book contains 272 pages and is listed at \$2.50.



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Alumni and friends of the Iowa State Teachers College are planning a reunion dinner Tuesday, February 28, at the Y. W. C. A. in Minneapolis.

This is the first time that the Iowa State Teachers College alumni has asked for a dinner reunion among the many college functions at the time of the Department of Superintendence.

Local arrangements in Minneapolis are in charge of **Bruce Francis**, 1616 Seventh Street, Southeast, Minneapolis. It is desirable that reservations be made early.

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## Coming Events

**January 5**—Joint annual session California State Board of Education and State Teachers College presidents; **Chico**.

**January 6-7**—California State Board of Education, regular quarterly session; **Sacramento**.

**January 28-30**—National Child Labor Day.

**February 4**—C. T. A. Board of Directors regular meeting; **San Francisco**.

**February 25-March 2**—N. E. A. Department of Superintendence, 63d annual convention, **Minneapolis**.

**April 8**—California Teachers Association, annual meeting; **Oakland**.

**May**—South India Teachers Union silver jubilee.

**June 20-25**—American Home Economics Association annual convention; **Atlanta, Georgia**.

**June 29-30**—Conference on Business Education, at University of Chicago School of Business; for all secondary school teachers; **Chicago**.

**July**—National Canadian Federation of Home and School biennial convention.

**July 1-7**—N. E. A. Convention, **Chicago**.

**July 29-August 4**—World Federation of Education Associations, fifth biennial conference; **Dublin, Ireland**.

## In Memoriam

**Dr. Thomas E. Finegan**, head of Eastman Teaching Films, Rochester, New York, and formerly State Commissioner of Public Instruction, Pennsylvania. He was internationally known in the field of education and in many forms of civic service.

• • •

**Mrs. Nellie Teal Beasley**, fifth grade teacher. Willits union elementary school; this was her fifth year of teaching and her third year in this school.

• • •

**W. S. Wight**, former superintendent of San Luis Obispo county 1910-18, passed away at the home of his son in Los Angeles. Mr. Wight was born in Iowa and came to California when a young man. He taught in Santa Clara, San Luis Obispo, Santa Barbara, and Los Angeles counties and had been retired several years at the time of his death.

## Early California Days

On the Trails of Yesterday is a thumbnail history of California with an added human interest touch.

The story starts with an Indiana family starting west over the trails of the emigrants to California. Their adventures en route, the obstacles they overcome, the conditions they encountered, and the people they met are unfolded as a part of biographical narrative.

Placerville, Sacramento, Sutter's Fort of that time, are pictured. Men who made history of that time are mentioned, some in an intimate way known to the author through family records. Father Wilsey, head of the Hoosier family who trekked across the plains, knew Collis P. Huntington, Charles Crocker, Mark Hopkins and Leland Stanford, the "Big Four" of the overland railroad. Bret Harte was a friend of the Wilsey family, Newton Booth, James Lick and others are mentioned as men described by a friend rather than by a cold historian.—Sacramento Bee.

**On the Trails of Yesterday**, by Roy W. Cloud. Harr Wagner Publishing Company, San Francisco. School edition, \$1.25; trade edition, \$1.60.



## SPRING TERM

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Evening Art Classes for Adults

ALL of the above special classes are offered by the School of Arts and Crafts in addition to its regular day school classes which prepare young men and women of college age for life work in the Fine and Applied Arts and in Art Education or teacher-training. The latter course leads to the degree, Bachelor of Art Education, and the Special Secondary Credential in Art. State-Accredited.

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|--|---|
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Operating Manager      Executive Assistant Manager

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Parlor suites at equally attractive prices.

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Luncheon . . . . 50c  
Dinner . . . . 85c

#### Grill Room

"Jamed for fine cuisine"  
Luncheon . . . . 75c  
Dinner . . . . \$1

#### Fountain Room

Luncheon . . . . 35c

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